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ABSTRACT

Southwest Virginia Community College (SVCC) developed this report in order to improve its effectiveness as an institution and to reaffirmation its accreditation by the Southern Association of Colleges and Schools. To achieve these goals the college attempted to (1) develop greater consensus in the college community about the future of the college; (2) evaluate every aspect of the college's operations; (3) investigate progress on planning priorities; (4) identify strengths and weaknesses of the institution; and (5) produce a report that is useful to the Reaffirmation Committee. The report is divided into the following sections: principles and philosophy of accreditation, institutional purpose, institutional effectiveness, instructional program, educational support services, and administrative resources. The educational program section includes categories on faculty and instruction. The educational support services section includes categories on learning resources, educational support services, and student development services. The administrative resources section includes categories on administrative processed, financial resources and physical resources. A conclusion and a set of recommendations, suggestions and proposals follow each major section. The report summarizes the findings of 2 years of data acquisition and analysis and presents action plans for future success. Contains 30 tables and 18 figures. (RDG)

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Self-Study Report
1993 – 1995

Submitted to the Commission on Colleges,
Southern Association of Colleges and Schools

by

Southwest Virginia Community College
Richlands, Virginia
1995

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INTRODUCTION TO 1993-1995 SELF-STUDY REPORT

In the late 1960's, the Commonwealth of Virginia established a system of community colleges designed for accessibility by all its residents. From the beginning of the Virginia Community College System, the State Board for Community Colleges created comprehensive institutions that included transfer and occupational-technical programs as well as developmental course work. In 1967 county officials appointed a Local College Board for Southwest Virginia Community College (SVCC). In the fall of 1968 SVCC opened with an enrollment of 710 students, and in the fall of 1994 enrolled 4,785. The College is located in Tazewell County on Route 19 where Tazewell and Russell counties join. In addition to these two counties, Buchanan and a section of Dickenson form SVCC's designated service area.

Southwest Virginia historically has been dependent on the coal industry. Through the 1980s. technological advances led to stable coal production with shrinking labor requirements. Since 1990, demand, prices, and production have also dropped, and mines are closing. In 1994 alone over 600 southwest Virginia miners lost their jobs. Agriculture, trades, government, light manufacturing, and the service sectors of the economy are growing, but the region's almost exclusive orientation to the coal industry has meant that diversifying and stabilizing the economy have been very slow.

Between 1980 and 1990, the four-county area lost 12 percent of its population (from 140,067 to 123,580). In general, all four counties have experienced double-digit unemployment for the past four years, two to three times that of Virginia's average. While the projected 1995 median household income for the Commonwealth of Virginia is $40,203, it stands at $22,780 In the four-county SVCC service area. As might be expected, 22 percent of the region's population lives below the poverty level. The population is aging, and school-age populations are on the decline.

The terrain of SVCc's service region varies from mountains over 4,700 feet of elevation to rolling valleys below. The College is located on and around a hill with mountains completely encircling it. Four-lane highways provide access to some of the region, but a two-hour drive is required from remote areas of the counties to SVCC's campus. Consequently, the College has routinely offered courses in the evenings at public schools and other off-campus sites, and the counties have provided bus service to Increase access. In more recent years, SVCC has added video telecourses and interactive video classes to its distance education capabilities.

The College is no doubt making an impact on the education of area citizens. In the fourcounty area, the percentage of the population over age 25 that had some college credits grew .87 of a percent between 1960 and 1970, but between 1970 and 1980, the percent was 2.48, and between 1980 and 1990, the percent almost doubled from 8.08 to 16.09. Statewide, SVCC serves a greater percentage of its population than any other community college, a record WCC has achieved each year for the past decade.

It is against such a background that Southwest Virginia Community College launched the formal processes for the 1993-95 Self-Study. Recognizing the importance of giving more systematic attention to institutional effectiveness, the College had worked for nearly five years to establish planning and evaluation processes to promote a continuous quest for improvement in the face of the region's challenges. In the fall of 1992. as plans were being made for the Self-Study, assessment of student learning, annual operational planning, and college-wide long-range planning were fully operational.

In order to provide continuity with institutional effectiveness efforts, the Steering Committee of the College's Planning Council became the Steering Committee for the Self-Study in February 1993. In the months that followed, the Steering Committee mobilized much of the campus community to participate in the self-study process. To conduct the required research and write up findings and analyses, the Steering Committee appointed committees composed of administration, faculty, and staff. A Data Collection and Processing Committee provided these committees assistance with surveys and other research needs. A member of the Steering Committee served as a liaison with each committee. Students, part-time faculty and staff, and Local Board members were involved primarily through self-study surveys. A Special Arrangements Committee began its work in October 1994 to make local preparations for the Visiting Committee. The Steering Committee invited final campus-wide reaction to the self-study report in November 1994. Through January and February 1995, the Assistant to the Editor merged committee reports into a coherent format and worked with the Editor and others to make final changes. SVCC Staff Services personnel printed the self-study report in early March 1995.

The College's purpose in undertaking the institutional self-study process was to improve its effectiveness as an educational institution and to achieve reaffirmation of its accreditation by the Southern Association of Colleges and Schools. In order to achieve this purpose, SVCC attempted:

- to develop a fuller sense of consensus in the college community about the future of SVCC by mobilizing full-time and part-time employees to conduct a thorough study of the College.
- to evaluate every aspect of the College's operations, addressing all criteria that define acceptable practice for member institutions of the Commission on Colleges.
- to investigate SVCC's progress on planning priorities and basic fulfillment of purpose.
- to identify strengths and weaknesses of the institution and to ensure that action plans are created and carried out by appropriate personnel to address weaknesses and enhance strengths.
- to produce a report that is useful to the Reaffirmation Committee for its visit to the College and useful to the College to facilitate planning and improvement for the future.

As a critical part of their work, committees sought to identify any problem related to their assignment in the Criteria. In addition, as each self-study committee organized its efforts, the Steering Committee emphasized that care should be taken to go beyond an investigation of SVCC's compliance with the Criteria. As such challenges were identified, the committees sought to clarify them and offer realistic proposals to address each one. Consequently, in addition to formal "recommendations" and "suggestions" related to the "must" and "should" statements of the Criteria, the reader will note "proposals" that offer other kinds of improvements related to institutional needs.

Because 1993-94 was the last full year in this study, most financial and enrollment data used were for that year. In some cases, however, it has been possible to update the report to reflect information for fall 1994. The Office of Planning and Development has inventoried source documents cited in the SVCC *Serf-Study Report* and will make most of these available to the Visiting Committee in the work room at their motel and in a conference room on the SVCC campus.

Up to December 1994, the committees operated under the 1992-94 *Criteria for* Accreditation, *Commission on Colleges,* of the Southern Association of Colleges and Schools. When the new edition of the *Criteria was* approved, the committees made as many changes as possible within the limited time available. However, in order for the Visiting Committee to know what persons were responsible for the research and to give the committee doing the research credit for its work, the Steering Committee chose to leave in place the portions of the 1992-94 Criteria which were relocated in the *1995 Criteria with* an indication to the Visiting Committee as to where to locate the material.

From the beginning of its self-study, the College has responded to many of the weaknesses which the committees identified. To track these changes for the Visiting Committee, underlining marks the original proposal, suggestion. or recommendation, and "Institutional Response" is written in the margin to the left of the changes made.

The remaining proposals, suggestions, and recommendations are in bold print within the text and are then listed at the end of each chapter. Administrative actions, assignment of responsibility. completion date, and status report for these appear in the Summary and Action Plans section of this report.

The self-study process has enabled the college community to clarify SVCC's purpose and make improvements in its policies, procedures, and processes. College personnel have worked together to learn more about SVCC, each other, and themselves. Faculty and staff look forward to meeting the Visiting Committee and benefiting from their insights about how SVCC can more effectively meet the needs of its students and other citizens of the region.

SELF-STUDY PERSONNEL

Steering Committee Members

Douglas W. Boyce Self-Study Director	Associate Professor, Coordinator of Planning and Development
Robert H Tomlinson Chair	Professor. American History
Pat Carter Editor	Associate Professor, English
Sue Captain	Associate Professor, Librarian
Jereial Fletcher	Associate Professor. English
Barbara Fuller	Associate Professor. CECS Program Developer
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Mike Hem-y	Assistant Professor, Student Support Services Project Director
Richard Hudson	Professor, Dean of Financial and Administrative Services
Charles R. King	Professor, President
Vaughn Lester	Professor, Electricity/Electronics
Terry Morris	Professor. Chemistry
Ron Proffitt	Assistant Professor, Radiologic Technology Program Head
Michael Rush	Associate Professor, Dean of Student Development Services
Donald H. Smith	Professor, Dean of Instruction
Sandra Stephenson	Associate Professor, Data Processing
Hazel Wilson Recorder	Program Support Technician Senior Office of Dean of Financial and Administrative Services

Special Arrangements Committee

Barbara Buskill Chair	Assistant Professor, Administrative Assistant to the President.
Doug Boyce Liaison	Associate Professor. Coordinator of Planning and Development
Alice Brown	Assistant Professor. Psychology
Pat Bussard	Instructor. College Publications Coordinator
Sandy Canter	Printing Services Supervisor
Tom Cash	Assistant Professor, Coordinator of Audio Visual and Distance Education Services
Ralph Gibson	Buildings and Grounds Superintendent
Ron Kiser	Security Officer Supervisor
Tammi Leathers	Office Services Assistant, Title III
Mary Lawson	Instructor, Institutional Advancement Officer
Terry Long	Instructor. Art Photography and Media Specialist and Admissions Counselor
Donna Miller	Executive Secretary to the Dean, Student Development Services
Rod Moore	Associate Professor Director of Admissions. Records, and Financial Aid
Windell Turner	Information Services Manager
Tom Witten	Assistant Professor, Mathematics Tech Prep Project Director

Data Processing and Collection Committee

Ed Smith Chair	Assistant Professor, Institutional Research Officer
Doug Boyce Liaison	Associate Professor, Coordinator of Planning and Development

Barbara Buskill	Assistant Professor, Administrative Assistant to the President
Betty Sword	Production Control Technician

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Patricia Martin	Administrative Staff Assistant
Martha Pruett	Printing Press Operator
Danny Stilwell	Office Services Assistant

Other Self-Study Committees

The members of committees assigned to examine various College operations are listed at the beginning of the section of the self-study report they prepared.

COMMITTEE

Joseph S. DiPietro Chair and Writer	Professor, Respiratory Care Program Head
Doug Boyce Liaison	Associate Professor, Coordinator of Planning and Development
Devi Mitra	Associate Professor, Engineering
Edna S. Sizemore Recorder	Office services Assistant. CECS
Ray Templin	Assistant Professor. Mathematics

INTRODUCTION

The primary objective of the self-study committee on Principles and Philosophy of Accreditation was to review and assess Southwest Virginia Community College's commitment to the accreditation Criteria of the Southern Association of Colleges and Schools (SACS), Commission on Colleges, and the processes of review of this commitment. To complete this objective, the committee reviewed the global responsibilities and functions of the College to ensure that they reflect a commitment to the accreditation process as well as ensure that the College's activities meet SACS 'Conditions for Eligibility."

Sources to evaluate this objective included catalogs, handbooks, brochures, and financial data from the Office of Financial and Administrative Services, curricular and instructional data from the Office of the Dean of Instruction, as well as the Curriculum and Instruction Committee, student information from the Office of the Dean of Student Development Services, institutional information from the Office of the President, research and planning data from the Office of Planning and Development, and information from the Code of Virginia and from the Virginia Community College System Policy Manual.

INSTITUTIONAL COMMITMENT AND RESPONSIBILITIES IN THE ACCREDITATION PROCESS

Southwest Virginia Community College (SVCC) is a single unit institution of the Virginia Community College System (VCCS). Enacted by statutory action (Code of Virginia, Title 23, Chapter 16. Sections 23-214 through 23-231), the State Board for Community Colleges authorized the Virginia Community College System to create Southwest Virginia Community College in 1967. Since the College opened in 1968, it has been committed to receiving and maintaining accreditation by the Southern Association of Colleges and Schools, Commission on Colleges. The current self-study endeavor has engaged over 150 full-time faculty and staff, working in 13 committees under the leadership of a steering committee. Student engagement included invitations to meet with self-study hearings and involvement in surveys and questionnaires related to student perspectives of the College's activities. The Local Board was directly involved through questionnaires and formal presentations by the Chair of the Steering Committee and the Director of the

Self-Study. who addressed the self-study process and the resultant committee findings.

The College's continued reaffirmation of this process is predicated upon its commitment that, as an institution of higher education, its educational responsibility is one of trust: to the public-at-large, to each learner, and to those faculty and staff members actively engaged in this most important endeavor. The self-study document openly reflects the process of SVCC's review of its activities to determine the relationship of these activities to the vision and the purpose of institutional function and serves as the reporting instrument of this review process, emphasizing compliance with SACS Criteria for *Accreditation. The* College's commitment to this part of the process is its affirmation of assurance to review and assess all aspects of collegiate operations so that the College may improve its effectiveness. In order to capitalize upon institutional strengths and address weaknesses as hindrances to the institutional vision and purpose, the final section of the 1993-95 Self-Study Report titled "Summary and Action Plans" will state the actions that have been and will be taken in response to the recommendations, suggestions, and proposals, which have not already been addressed by the College during the process.

Knowledge can be defined as "a familiarity, an awareness, or an understanding gained from experience or study." The driving force of any institution of higher education is the quest for knowledge. Perhaps the search for knowledge parallels the search for and the maintenance of truth or integrity. However, the quest is not enough. How that knowledge is obtained, how it is distributed, and the purpose of that distribution is tantamount to collegiate function and effectiveness. The following portion of SVCC's Statement of Purpose succinctly presents, in part, the institution's quest for knowledge:

> SVCC is dedicated to the belief that each person should be given a continuing opportunity for the development and extension of skill and knowledge to increase an awareness of the individual's role and responsibility in society. (Catalog & Student *Handbook,* 1994-95. 1)

This self-study and the processes leading to its completion are examples of the College's continued efforts to seek knowledge and state it in the most straight-forward manner, by presenting the College as it actually operates.

The effectiveness of SVCC's quest for knowledge and its truthful distribution is further presented in the College's Master Plan, *Giving Direction to the Future. The* **planning** process of the College exemplifies its commitment to the quest for knowledge, as codified in the following excerpt from the Master Plan:

> A well-qualified staff, renewed and professionally challenged, will gather, store, and facilitate the distribution of knowledge in a way that will inaugurate quality learning experiences with students, empowering them to fulfill their goals and contribute to society. (19)
>
> In order to wisely take these steps into the future it requires an honest appraisal of the real strengths of the College and an ongoing reflection on the challenges and opportunities faced internally and externally. (3)

APPLICATION OF THE CRITERIA

During the ten years since SACS' last site visit and subsequent reaccreditation by the Commission, Southwest Virginia Community College has implemented some new technologies, such as distance learning alternatives and computer systems for students, to carry out its vision and purpose. However, the addition of these new learning technologies has not modified the nature or the scope of SVCC or its educational programs.

GRIEVANCE PROCEDURES

Southwest Virginia Community College provides for student complaints with the Grievance Procedure, as well as the College Judicial Board (Catalog & Student *Handbook,* 1994-95, 41-42). The composition of the Judicial Board includes five student members, who are recommended to the President by the Student Government Association, and four faculty members, representing each academic division. The Grievance Procedure is predicated upon procedural due process rights afforded all citizens by the United States Constitution. Just as important, however, is the spirit of this Constitutional intention, that is, to provide the avenue for problem resolution when other less formal activities have not been effective. Since SVCC opened in 1968, of the 21 cases presented to the Judicial Board, 21 have been brought to acceptable resolution.

SEPARATELY ACCREDITED UNITS

Southwest Virginia Community College is a single unit institution of the Virginia Community College System. It seeks reaffirmation of its accreditation from the Commission based upon this presentation.

CONDITIONS OF ELIGIBILITY

The self-study committee on Principles and Philosophy of Accreditation concludes that SVCC is in compliance with all the following 13 conditions of eligibility of the Southern Association of Colleges and Schools, Commission on Colleges:

1. Commitment to the Accreditation Process

Southwest Virginia Community College, in seeking reaffirmation of accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools, pledges its commitment to the accrediting process and its willingness to comply with the Criteria for *Accreditation,* as well as the requests, directives, decisions, and policies of the Commission. Further, the College promises complete, accurate, and honest disclosure and agrees that the Commission may make known the results of the reaccreditation process. The most recent statement of this commitment exists in the document entitled "Conditions for Eligibility for Candidacy and Membership, Institutional Agreement," dated October 12, 1992, and signed by the President of the College.

2. Governmental Authority

The State Board for Community Colleges grants Southwest Virginia Community College the formal authority to award degrees, certificates, and diplomas.

3. Governing Boards

In 1966, statutory action of the General Assembly of Virginia authorized the State Board for Community Colleges and granted it the power to "establish, control, administer, and supervise all community colleges established by the state in selected communities throughout the Commonwealth of Virginia" [Code Of Virginia, Title 23. Chapter 16, Sections 23-214 through 23-231).

In 1977, the General Assembly altered the role of the State Board from a state agency board to a governing board (a corporate entity) for a statewide institution of higher learning (Code of Virginia, Title 23, Chapter 16, Section 23-215).

Thus, the VCCS is a single statewide institution of higher education, overseen by the State Board for Community Colleges, which is the policymaking body for the 23 community colleges within the Virginia Community College System (The Establishment and Operation of *Virginia's Comprehensive* Community Colleges, 1993: VCCS Policy Manual, 1991, Section 2A- 10). The Governor of Virginia appoints 15 members to serve on the State Board, and the General Assembly affirms these appointments. Members must be from the State at-large and cannot be an officer, an employee, or a member of the governing board of any public institution of higher education or any school under the jurisdiction of the State Board or the General Assembly.

A local college board also serves each college, including SVCC. Established by the State Board, the Local Board is comprised of ten members including its chairperson and is defined as that entity "established to act in an advisory capacity to the State Board and to perform such duties with respect to the operation of a single comprehensive community college as may be designated to it by the State Board" (Code of Virginia, Title 23, Chapter 16, Sections 23-214 and 23-220). SVCC's *Board Policy and Procedures Manual* reaffirms that the Local Board is responsible to local needs as they apply to the statewide policies, procedures, and regulations of the State Board for Community Colleges (Section 2.4001.

4. **Chief Executive Officer's Relationships**

The chief executive officer of SVCC is the president, who is appointed by the State Board for Community Colleges in cooperation with the Local Board. The Local Board elects its officers including its chair, and the SVCC President, as chief executive officer of the College, serves as secretary to the Local Board.

5. **Continuing Operation**

Southwest Virginia Community College is in operation, and barring any substantive alterations within the Commonwealth of Virginia, the College will be in operation and students will be enrolled in degree programs at the time of the committee visit.

6. **Educational Offerings**

Being a comprehensive community college, SVCC offers 7 transfer programs of collegiate transfer course work leading to the Associate of Arts and Sciences degree, 11 Associate in Applied Science degrees, 5 diploma programs, and 31 certificates in various occupational-technical fields. Additional instructional programs include an honors program, international/inter-cultural education, developmental studies, and the Learning Resource Center (Catalog & *Student Handbook, 1994-95, 56-57).*

7. **Statement of Purpose**

The Southwest Virginia Community College statement of purpose is appropriate to an institution of higher education and is clearly defined and published *(Catalog & Student Handbook,* 1994-95. 1-2).

8. **Institutional Planning and Development**

Like all institutions of higher education, SVCC is multidimensional, operating from the perspective of a modified corporate structure, with a physical plant which must be maintained and renewed, fiscal responsibility for revenues required to operate so that the institutional mission can be fulfilled. and responsibility for three levels of personnel: student, faculty, and staff.

Global operation of the College is, in part, predicated upon its ability to accomplish self-evaluation. Introspective analyses of any sort are indeed difficult since they require stamina, far beyond that of routine function, to look at where the College has been, where it is, and where it desires to reach *(Giving Direction to the Future). The* VCCS established the requirement and now ensures that all community colleges accomplish assessment of their curricular activities through institutional outcomes assessment. To parallel this, the College began to review all operations and prepare a solid foundation for strategic planning, thereby allowing for continuity between learner and institutional outcomes. For well over two years, the planning process included all faculty and staff, driven by an eight-member Steering Committee and fueled by a fifty-member Planning Council composed of faculty and staff of the College. The outcome of this tripartite structure was the creation of the College's Statement of Vision, the strategic priorities of the vision, and proposed tactical plans needed to carry this vision forward into the next century. As follow-up to these initial activities and part of the global assessment program of the College, each institutional unit, such as departments and programs, is to assess itself annually, using the evaluation method employed by SWOTs, the acronym for Strengths, Weaknesses, Opportunities, and Threats (Planning and Development Office). Tactical in nature, SWOTs is actually used prior to strategic planning. but the real essence of its use is that it presents an overall assessment of any strategic plans that have been set into motion.

9, Published Admission Policies

SVCC's admissions policies are clearly outlined, are juxtaposed with institutional purpose, and are published in the Catalog & **Student** *Handbook* (1994-95, 8-10).

10. Undergraduate Degree Program Requirements

Tantamount to the College is the comprehensive nature of its academic offerings, which the diversity of those offerings exemplifies. SVCC offers both transfer and occupational-technical degrees (Catalog & Student Handbook, 1994-95, 56-173). General education (or liberal arts) requirements are crucial to the framework of these curricula, even though early specialization is taking place through development of the major. SVCC exceeds the SACS requirement of 15 credit hours minimum of general education course work to be drawn from the humanities/fine arts, behavioral/social sciences, and the natural sciences/mathematics ("Minimum Requirements for Associate Degrees in the VCCS," *Catalog & Student Handbook,* 1994-95, 58). Both the College Curriculum and Instruction Committee and the self-study committee on Principles and Philosophy reviewed these requirements and determined that all transfer, as well as all associate degree programs, do meet SACS Criteria. Further, this review found no narrow focus courses that were peculiar to a particular occupation or profession.

11. Responsibility for Degree Programs

Specific degree programs cited within the SVCC 1994-95 Catalog & Student Handbook are fully operational, and all except one (the music curriculum) have at least one full-time faculty member to maintain the program's direction and function (xii-xviii). Because the music curriculum is currently without someone to direct the program, the following statement of clarification is offered at the end of the description section in the Catalog: "Although a degree is not currently offered in the music major, selected courses are available" (72). Response to this presentation has been mixed among members of this self-study committee: While some members felt having such a qualifying statement was adequate, others questioned the validity of showing the music curriculum in the Catalog. This concern was deferred to the committee evaluating the Instructional Program.

12. Adequacy of Learning **Resources**

To accomplish the learning activities which the College offers, resources for learning must keep pace with the demand required by technological advances as well as learner needs for access to these resources. At SVCC, resources include those on the campus of the College and those accessible away from the actual campus. The College's immediate resources include, but are not limited to, a full-service campus library, a local area computer network and computer laboratories, discipline-based laboratories, a complete Learning Resource Center with a computerized learning laboratory and audio-visual services with interactive video and satellite network for telecourse offerings. Off-campus resources include, but are not limited to, business and industry serving as sites for internships, externships, or clinical rotations for the learner and programs to access technologies: information as well as practice of those accrued cognitive, psychomotor, and affective skills required of particular trades or professions; and area libraries and public schools.

As was noted earlier in this section, continuous assessment of learner, program, and degree outcomes is an ongoing process and a requirement of SVCC as a comprehensive institution of higher learning. Evaluations are predicated on a willingness to grow and improve. As with the planning processes, including strategic and tactical operations, all forms of learning resources, regardless of their particular locus, exist in order to fulfill the purpose of the College. Further, these resources support the existing programs and degrees the College offers, as well as provide open access for learners to achieve their goals and aspirations.

13. Audited Adequacy of Financial Base

Because of the magnitude of student enrollment at SVCC, with near 3,000 full-time equivalent students (FTEs), it must operate with not only fiduciary responsibility, but with fiscal responsibility as well. The VCCS has established enrollment and funding formulas to distribute monetary resources to each of the 23 colleges in the system (Code of Virginia, Title 23. Chapter 16, Section 23-218). An explanation of this funding process is located in Section 6.3 of this self-study document. Audited financial reports are available in the

Office of the Dean of Financial and Administrative Services; the audit for 1993-94 is provided as an exhibit for the visiting committee.

REPRESENTATION OF STATUS

In the Catalog and other advertising brochures, SVCC represents its status and relationship with the Southern Association of Colleges and Schools, Commission on Colleges, in the following manner:

> The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. (Catalog & **Student** *Handbook 1994-95, 2)*

COMMITTEE

Daisy Campbell Chair and Writer (1993-94) Retired	Professor, English
Curtis Cox Chair (1994-95)	Associate Professor. Chair of Natural Science and Mathematics Division
Mike Cochran Recorder	Instructor, Radiology
John Cox Retired	Professor, Chair of Business Division
Quintin Doromal Resigned	Associate Professor, Counselor
Mary Easterling	Fiscal Technician, Business Office
Ellen Elmes	Instructor, Art
Clark Farrington	Associate Professor. Drafting
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Tammy Jessee	Office Services Specialist. Health Technologies
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INTRODUCTION

During the summer of 1993, the self-study committee assigned to evaluate the Statement of Purpose for Southwest Virgmia Community College (SVCC) began examining the statement to evaluate its significance and appropriateness. The committee represented all instructional divisions and areas of the College. Through interviews, a review of documents and publications, and general observations of the College, the committee researched the history of the current statement of purpose. considering the adequacy of its coverage and the extent to which it represents both official policy and actual practice. The committee also looked at how the purpose statement has been used, whether it has been reviewed and revised, and how adequately college programs and resources fulfill the purpose. While most of the work was completed during spring 1994, the committee participated in subsequent college-wide review of the purpose statement and made further revisions during the summer and fall of 1994.

GENERAL BACKGROUND

In 1966 the General Assembly of Virginia authorized the establishment of a statewide system of comprehensive community colleges (Code of *Virginia,* Title 23. Chapter 16, Sections 23-214 through 23-231) "designed to serve the educational needs of qualified post-high school age youth and adults ***to*** prepare them for employment, for advanced collegiate education, and for improved citizenship" (VCCS *Policy Manual.* 1994, Section 2A-1). Seeing that this legislative action had opened the door to a great opportunity for this rural mountainous area. a delegation of local and state officials met to determine the feasibility of developing a community college for the counties of Russell, Tazewell, Buchanan, and the eastern portion of Dickenson.

Plans moved quickly, and in fall 1968, Southwest Virginia Community College opened its doors to 7 10 students, almost double the projected enrollment. Enrollment continued to increase over the years, and in fall 1993 the unduplicated headcount of credit enrollment was 4,620; for the 1993-94 year the number was 7,038 (VCCS Annual Student Unduplicated Enrollment Booklet). The College also served 1,733 area residents in non-credit community service programs during 1993-94 ("Continuing Education Annual Report," 1993-94). From 1985. when the data were first collected, until fall 1993, Southwest Virginia Community College served a higher percentage of its regional population than any other community college in Virginia (Office of Planning and Development, "Southwest Virginia Community College's Penetration Rate," Trends to Watch).

PURPOSE STATEMENT

As is true of all 23 colleges in the Virginia Community College System (VCCS), Southwest Virginia Community College operates under the mission and policy statements of the system as a whole. The following mission statement of the VCCS was adopted by the State Board for Community Colleges on March 20, 1986:

> The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.
>
> The Virginia Community College System, through comprehensive community colleges, provides leadership in determining and addressing both the needs of individuals and the economic needs of the colleges' service areas.
>
> Occupational-technical education, transfer education, developmental studies, continuing education, and community services are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, each college shall provide a comprehensive program of student development services. (VCCS *Policy Manual,* Section 2.2C-1)

Throughout the process of the present self-study, Southwest Virginia Community College was operating under the following Statement of Purpose as listed in the 199495 Catalog & *Student Handbook* and as reviewed and approved by the Local Board at its September 28, 1993, meeting (Local Board Minutes):

> SVCC is dedicated to the belief that each person should be given a continuing opportunity for the development and extension of skill and knowledge to increase an awareness of the individual's role and

responsibility in society. The College is devoted to serve the educational needs of its community, and assumes a responsibility to help provide the requirements for trained manpower in its region through a cooperative effort with local industry, business, professions, and government.

Educational opportunities are provided for adults as well as college-age youth. These include quality instructional associate degree, certificate and developmental courses. A counseling program and other student services are also provided to assist the student with decisions on occupational, educational, and personal goals.

Southwest Virginia Community College is a comprehensive institution of higher education offering programs of instruction extending not more than two years beyond high school.

1. **Occupational-Technical Education. Programs** in this area are designed to meet the increasing demand for technicians, semi-professional workers, and skilled craftsman for employment in industry, business, the professions, and government. The curricula are planned primarily to meet the needs for workers in the region being served by the College.

2. College **Transfer Education.** Programs in this area include college freshman and sophomore courses in art and sciences and pre-professional education and standards acceptable for transfer to baccalaureate-degree programs in four-year colleges and universities.

3. **General Education. The** programs in general education encompass the common knowledge, skills, and attitudes required to enable the student to be effective as a person, a worker, a consumer, and a citizen.

4. Continuing Adult **Education. These** programs, offered to enable adults in the region to continue their learning experiences, include both degree credit and non-degree credit study offered during the day and evening hours.

5. **Special Training Programs** Special training is provided where special job opportunities are

available for new or expanding industries. This special training shall be coordinated with Virginia's economic expansion efforts and with the needs of employers.

6. **Developmental Courses. These** courses are offered to help prepare individuals for admission to an occupational-technical curriculum or to a college transfer curriculum in the College. These programs are designed to help the individual develop the basic skill and understanding necessary to succeed in other community college programs.

7. **Specialized Regional and Community Services. The** facilities and personnel of the College are available to provide specialized services to help meet the cultural and educational needs of the region served by the community college. This service includes non-classroom and non-credit programs, cultural events, workshops, meetings, lectures, conferences, seminars and special community projects (SVCC Catalog & Student Handbook, 1994-95, 1-2).

This "official" statement of purpose reads essentially as it was approved by the State Board on October 4, 1968. In the years that followed, institutions within the Virginia Community College System were given the freedom to modify their statements of purpose within the parameters of the enabling legislation and State Board policies. By reviewing college catalogs for the past decade, this committee discovered several minor changes had been made since the last self-study. In the 1988-89 Catalog the President's Office added "certificate" to the first paragraph. In the 1991-92 Catalog "the community college" became "SVCC" in the first paragraph, and in Sections 2 and 6 'university parallel-college transfer" became "college transfer." A change in the terminology used in the VCCS Policy Manual (1994. Section 2A-5) to describe the types of programs to be offered by the colleges in the system prompted #is last modification.

The self-study committee on Institutional Purpose concluded, based on its research, that the SVCC Statement of Purpose is appropriate to collegiate education as well as its own educational role. Within this framework, SVCC's "specific educational role" is to provide meaningful and potentially useful learning experiences for all citizens of the region. The two-year transfer programs and occupational-technical training are the primary elements of this role that distinguish SVCC from secondary education and from senior colleges and universities. The College has a significant and vital function to promote life-long learning from enrichment programs for the elementary age group to dual enrollment programs with local high schools to leisure time activities for senior citizens. In Virginia, from the beginning of the dream until today, the Community College has been considered "the people's college," and SVCC has not lost sight of this multi-faceted role in the community.

Documents Related to Purpose

While SVCC's purpose statement remained essentially the same in content and wording as the original version, some related documents were written as the College reviewed its purpose from time to time and attempted to keep purpose and action closely related. For one thing, the College has turned the contents of the purpose into more appealing form and language for better communication with its constituencies. In 1989, the President's Office crafted the following abbreviated version, which has since appeared annually in the College's "Academic Calendar," as a means of highlighting its essential components:

> The mission of Southwest Virginia Community College is:
>
> - Access and Excellence: Higher Education Opportunity for all who can benefit
> - The Teaching/Learning Process: Quality instruction
> - Student Development
> - Economic Development of the Region
> - Service with Excellence to our Community

Another example is the College's "commitment" statement. In the winter of 1989-90, college officials discussed the desirability of expressing the values growing logically out of the institutional purpose that might be expressed as commitments on the part of the college community. After several drafts were prepared and discussed within the context of the College Council, the College Board approved the following commitment statement on February 13, 1990. This statement now appears across the campus on wall plaques and in the annual "Academic Calendar":

We Are Committed

We are committed to the belief that service to our community is our single most important product and that we can best serve our community by providing the citizens with high-quality educational opportunities: they deserve nothing less.

We are **committed** to the belief that our learners deserve continuing opportunities to learn and advance in a constantly-evolving world: we realize and promote the understanding that such learning is a lifelong activity.

We are **committed** to the belief that learners who have the desire to learn. can learn if we provide them with the attention and the caring that is the hallmark of this institution.

We are **committed** to providing the citizens of our service area with the means to be constantly aware of and to exercise their rights and responsibilities towards our state, our nation, and the world in which we live, and we commit ourselves to exercising responsible and exemplary citizenship.

We are **committed** to serving our community, our state, and our country with excellence, in the full meaning of these words. And to that end, we pledge to honor this commitment through untiring and continuing efforts to innovate, educate, and evaluate the results of our efforts.

We are committed to serving our area businesses and industries by providing them with and maintaining the quality of a work force that can compete and succeed in today's world economic community.

And we are **committed** to making a tangible contribution to making our community a good place to live, work, and learn. ("SVCC Academic Calendar," 1993-94)

Finally, in the context of its long-range strategic planning efforts, the College created a vision statement and a series of strategic priorities designed to provide a sense of shared direction for the future. They were written to be compatible with the College's purpose and to provide a sense of what it will take to fulfill that purpose in the years ahead. A highly representative, fifty-member Planning Council provided the input for the College's vision statement in December 1990. The Steering Committee of the Planning Council created the actual wording that was then reviewed and refined through a series of open hearings both on and off campus in March 1991. The vision statement and strategic priorities can be found in SVCC's Master Plan, Giving Direction to the Future (1992, 19).

Beginning in the spring of 1990, each administrative unit of the College was asked to write a statement of purpose and goals consistent with the College's purpose. These have been reviewed each year and used as the basis for annual operational planning activities.

The committee applying the Criteria on institutional purpose sees one problem with the College's attempts to market its purpose statement. This philosophy has led to some Inconsistencies in the "official" statement as it is disseminated in various publications. In comparing the purpose statement as reflected in the 1994-95 Catalog & *Student Handbook Giving* Direction to the Future: Southwest *Virginia* Community College Master *Plan* (1992), the *Faculty* Handbook, and the 199394 *Adjunct Faculty* Handbook, the committee found that there are substantial differences in wording in these versions. While these differences do not significantly impact on the meaning of the purpose statement. the written inconsistencies should not be ignored. Therefore, this committee **recommends that the College make all "official" statements of the purpose consistent in wording in all publications. Also, since** the purpose statement is very appropriately placed in the faculty handbooks, the committee believes it should be similarly reinforced for classified personnel. The committee, therefore, **recommends that the SVCC Statement of Purpose be included in the Classified *Staff Handbook***

It is evident to this self-study committee that the College has given serious attention to the importance of its institutional purpose, using it as a foundation for planning and for the development of related documents which convey the essence of the mission to the general public. To stress this commitment further, the committee **proposes that the College make the purpose-relatedness of the "We Are Committed" statement more explicit by placing it along with the purpose in the *Catalog* and in other appropriate publications. The** committee also **proposes that the College continue to use the "Mission" statement as a**

convenient summay of the purpose, but that a footnote be added to inform the reader that the complete statement may be foud in the Catalog & Student Handbook.

Finally, while the faculty, administration, and Local Board have studied the statement of purpose from time to time, the reviews were not done according to a planned schedule. Consequently, the committee suggested that the administration, board, faculty, and staff periodically study the SVCC Statement of Purpose to consider internal changes and the changing responsibilities of the institution to its constituencies. The committee also proposed that in the next review global awareness and citizenship, which have been major emphases on campus in recent years, and services provided for precollege youth be added to the official statement of purpose.

Institutional Response

The College has responded to both the above suggestion and proposal. During annual operational planning sessions for teacher, staff, and administrative personnel held in May 1994, the Coordinator of Planning and Development secured broad input for the revision of the purpose statement. These sessions also gave the college community an opportunity to see a new annual planning calendar presented by the Coordinator of Planning and Development that provides for an annual review of the College's purpose.

The Steering Committee of the Planning Council then established a subcommittee to review suggested changes to the purpose and develop a revised version by fall 1994. The Office of Planning and Development circulated this draft to the campus community and invited further reaction. By early December, the Steering Committee of the Planning Council completed a final draft that was approved by the President and adopted by the Local Board on January 10. 1995. The new purpose statement, which will be included in the 1995-96 Catalog & *Student Handbook* and other college publications noted above, reads as follows:

> Southwest Virginia Community College, as a comprehensive institution of higher education, dedicates its services to area citizens. Believing that each person should be given an opportunity for continuing personal and intellectual development, the College assumes responsibility as a catalyst in the life of the individual and the community. SVCC provides citizens the means for improving skills: expanding knowledge as well as cultural, aesthetic and global

awareness; and encouraging economic development and responsible citizenship.

Southwest Virginia Community College offers programs of traditional classroom instruction and technologically enhanced courses generally extending not more than two years beyond high school. Educational opportunities for adults and college-age youth include instruction in associate degree, diploma, and certificate programs, as well as in continuing education. Counseling services and other student development programs assist students with decisions on occupational, educational, and personal goals.

To implement these broadly conceived purposes, the College provides many options:

- **Occupational Technical Education** meets the demand for technicians, para-professionals, and skilled craft persons for employment in industry, business, the professions, and government through curricula planned primarily to satisfy needs for and of workers within the SVCC service region.
- College **Transfer Education** offers college courses in the arts and sciences and pre-professional education designed to transfer to four-year colleges and universities.
- **General Education** encompasses the knowledge, skills, attitudes, and perspectives each student needs to improve as an individual, a worker, a consumer, and a citizen of the community and the world. General education encourages creative and critical thinking by helping students recognize the connections among bodies of knowledge through courses and special programs, such as honors seminars and across-the-curriculum programs.
- **Developmental Education Courses** help prepare individuals for admission to an occupational technical or college transfer curriculum by developing basic skills necessary for personal or academic endeavors.
- Continuing **Education** enables students to pursue learning experiences for work and personal enrichment which include degree and non-degree programs and courses at flexible times and

locations. Work-force training responds to the changing needs of local industries.

. **Specialized Regional and Community Services** help meet the cultural and educational needs of the region by offering non-classroom and non-credit programs, cultural and arts events, workshops, meetings, lectures, exhibits, conferences, teleconferences, seminars, sports and recreation and special community projects.

ADEQUACY OF COLLEGE PROGRAM AND RESOURCES

Since the remaining chapters of the *SVCC Self-Study Report 1993-1995* will reveal the weaknesses, as well as the strengths, of Southwest Virginia Community College in the areas of administrative processes, financial and physical resources, educational programs, support services, and planning and evaluation processes, the remainder of this section of the Purpose Chapter will present only the salient strengths of SVCC in order to suggest in an obviously abbreviated way that each of these areas is "appropriate" to the College's "stated purpose and role" and. in most instances, is far more than "adequate."

Administrative Processes

As one of **23** institutions in the Virginia Community College System, Southwest Virginia Community College operates under the policies of the State Board for Community Colleges. The Chancellor of the VCCS reports to the State Board while the president of each individual college reports to the Chancellor. A Local College Board, appointed by the Board of Supervisors of each constituent county, acts in an advisory capacity to the college president. While VCCS policies and procedures, as stated in the VCCS *Policy Manual* provide clear guidelines for the operation of the individual colleges, they allow some room for autonomy and decision making at the local level.

Under the capable leadership of its founding president, SVCC continues to provide comprehensive educational services to the region. A strong administrative organization enables the College to make effective use of available resources to fulfill its mission. Second-level administration is provided by the deans of Financial and Administrative Services, Instruction, and Student Development Services. Lay curriculum advisory committees are used extensively to provide guidance and assistance in program design and implementation, and a strong institutional advancement and public relations program maximizes the use of community resources for college-wide advancement. Support from the private sector is provided through the SVCC Educational Foundation and the Alumni Association, and a highly successful grants procurement program has enabled the College to obtain external funding to enhance many of the programs and services essential to the fulfillment of its mission. This committee finds the administrative structure adequate and effective in its operation and notes that policy decisions are made in a context that supports the stated purpose of the College.

Physical Resources

From a single building (Buchanan Hall) when it opened in 1968, Southwest Virginia Community College has grown to a total of five combination classroom/laboratory/office buildings on its one-hundred acre campus today. Construction of two additional campus facilities, the Center for Health and Community Development and a National Guard Armory, is scheduled to begin before the end of this calendar year, and preliminary drawings have been prepared for a Learning-Resource Center/Allied Health building, which is expected to complete the building construction program for the remainder of this century. While indoor facilities for large assemblies, physical education, and recreation have been rather limited, the College has managed, with the help of the Virginia National Guard, to construct superb outdoor facilities for these purposes. On October 19, 1993, a ceremony celebrated the completion of a comprehensive recreational complex for use by the College and by the community at large. This complex includes a baseball field, a track, a combination football-soccer-rugby field, tennis courts, picnic shelters, playground, and general recreation areas.

The College also uses several public schools and a few private facilities throughout the service area to take classes, seminars, and special training sessions out into the community. This "extended campus" concept has expanded substantially over the last few years until, today, classes are offered on a regular basis at more than a dozen off-campus locations. Moreover, special classes and seminars are provided in response to specific requests almost anywhere within (and sometimes beyond) the service region.

Although some programs have almost outgrown their laboratories and especially their equipment storage spaces, the existing facilities, together with those under construction, are at least adequate and appropriate to support the purpose of the College.

Financial **Resources**

The College receives most of its operating budget from state funds. These include general funds (tax dollars) and non-general revenue (student tuition and fees). In addition, the College has greatly benefited from sustained success in securing external funding from state and federal grants as well as private sector donations through the Southwest Virginia Community College Educational Foundation. During the last few years the Virginia economy has been strained resulting in rapid tuition increases and a decline both in the amount and proportion of general funds. While financial resources have been adequate to support the operation of the College, tuition increases appear to have an adverse effect upon the enrollment of part-time students not eligible for federal financial aid. Budget constraints have also slowed progress on the renovation of existing facilities and on new construction. As a result, in spite of greatly improved physical facilities over the years, the College is presently contending with shortages of classrooms during peak periods of use, as well as office space and other facilities. However, through the energetic efforts of the SVCC Foundation and creative collaboration with state National Guard units, this situation will be greatly alleviated by the two additional facilities that should become a reality in the near future.

Educational Programs

The occupational-technical, transfer, developmental studies, continuing education, and community services programs described in the Catalog & *Student* **Handbook** reflect the means through which Southwest Virginia Community College fulfills its stated purpose. program offerings include the Associate in Arts and Sciences Degree with seven areas of concentration: Business Administration, Education, Engineering, General Studies, Liberal Arts, Music, and Science. Associate in Applied Science degrees are offered in four areas: Business Technology. Engineering Technology, Health Technology, and Public Service Technology. Five areas of study offer Diploma programs; 18 lead to certificate programs: and 13 Career Studies programs are currently available. All together there are more than 50 areas of concentration from which students may choose.

Although not a separate program, developmental studies classes provide instruction for students needing a review of the basic skills necessary for college-level work. Developmental classes consist primarily of English, reading, and mathematics, but remedial courses in biology and chemistry are also provided for those needing them to gain entry into one of the health-care programs.

These educational programs are enriched through grant-funded initiatives, such as Writing Across the Curriculum, Arts Across the Curriculum, and Computer Assisted Instruction. Another special project, made possible through a state-funded grant was Meeting the Global Challenge, designed to encourage an appreciation of cultural diversity by requiring participating faculty members to revise course objectives to include global elements. Course work was supplemented by guest lectures, visits by overseas educators, opportunities for travel abroad, and interactive programs with the public. This international education emphasis resulted in sister-college agreements with institutions in the United Kingdom, Taiwan, and New Zealand.

Access to higher education remains a challenge for many citizens of the SVCC service area due to distance, family responsibilities, job requirements, and other factors. The Distance Education program, initiated as a result of funding through a Title III grant, offers viable alternatives to daily trips to the main campus. Two-way interactive technology of the Electronic Classroom now links four high schools in the area with Southwest Virginia Community College. This link will eventually connect all area high schools and a broader network of colleges and secondary institutions, allowing students at any of these locations to participate in classes which could originate at any institution within the regional network. The Telecourse delivery system utilizes audio and video recordings to provide instruction with content and quality comparable to on-campus courses. Both distance education options permit very flexible scheduling for students who are working or who have other conflicts with regularly scheduled classes.

Many partnerships have been made with public schools, industries, and businesses. For instance, the Governor's School, a program in science and technology for gifted students, is a popular activity for students from area high schools. Tech Prep, a state-initiated program for middle- and high school students interested in occupational-technical programs, is an initiative linking SVCC to all four local school divisions in order to provide smooth curricular paths for students matriculating from the secondary schools to SVCC.

From time-to-time, the College offers specialized courses at the request of public schools, industries, or other agencies. Recertification and in-service classes have proved to be quite helpful for schools and members of the community, both as credit and non-credit classes. Classes related to recertification for teachers are Aerospace, Aerobics, Computer Assisted Instruction, Desk Top Publishing, and special English classes. The Elementary Mathematics Curriculum Improvement Project, involving 74 elementary school teachers from the four-county service area, was a year-long program in which the participants explored methods and materials designed to increase student involvement in the learning process and later shared their experiences with other teachers in their respective schools.

Along with these collaborative efforts between SVCC and the public schools, there are also partnerships with business and industry providing training in leadership skills, management (through an American Management Association curriculum), computer applications. total quality management, safety in the mines, and health and wellness seminars. On-site classes are provided at times and locations that are convenient for businesses and their employees. Special classes for health care providers include Nurse Assistant, Advanced Cardiac Life Support, Medication Management, and Train the Trainer (training for registered nurses who teach the Nurse Assistants class).

SVCC values articulation with external institutions and groups. There are currently 12 comprehensive transfer agreements in place with senior institutions. Lay curriculum advisory committees, industry, and four-year institutions play a major role in designing appropriate and relevant programs for SVCC. New programs proceed through several steps before final approval. Depending on the nature of the program, these steps may involve review, analysis, and approval by the appropriate curriculum advisory committee, SVCC's Curriculum and Instruction Committee, SVCC's Local Board, the Virginia Community College System (for both certificate and degree programs), and the State Council of Higher Education for Virginia (SCHEV) for degree programs.

The self-study committee reviewing Institutional Purpose feels that this great diversity of courses, programs, and delivery systems is quite appropriate and adequate to support the College's stated purpose.

Educational Support Services

The success of SVCC's educational programs is heavily dependent upon the numerous academic support services provided by the Learning Resources Center and Student Development Services. These areas are essential partners with the academic program areas from the initial application process through graduation and beyond.

The Learning Resource Center, made up of the Library, the Learning Lab, and Audio-Visual and Distance Education Services, provides the traditional means of education through printed materials, but they offer much more. Hundreds of audio visuals are available to enhance classroom presentations, to make remediation more effective, or simply to provide entertainment. TV sets are standard equipment in almost every classroom, and most are hooked into the campus communications network. Students have access to extensive information sources, including microfilm, microfiche, CD-ROM, on-line databases, and other computerized sources unheard of at the time of the last self-study. Computers may be found in almost every office on campus (including faculty offices), and student access to computers is provided through up-to-date computer labs both on and off campus.

The Division of Student Development Services, staffed by a dean, professional counselors, classified staff, and specialists, provides quality support services to students, staff, faculty, and the community at large. Available services include academic and interest testing, counseling, financial assistance, tutoring, and referrals. In addition to these, course work is provided in orientation to college life, study skills, preparation for employment, women's perspectives, career education, and tutor training. Also, a variety of cultural and entertainment activities are provided throughout the year. The Office of Alumni Affairs provides information services, post-college assistance, and periodic social events to maintain contact with graduates and former students.

Planning and Evaluation Processes

College personnel are continually reviewing programs in relation to the purpose and needs of the area through surveys, research, focus groups, and planning. The planning process involves college-wide participation, including a ten-member Steering Committee and a fifty-member Planning Council composed of faculty, staff, students, and eighteen leaders from the community. This group meets periodically to assess the College's strengths and challenges and to compose a set of strategic priorities for the future.

Greater participation takes place in operational planning each year. Faculty and staff from each unit, along with their administrative supervisors, meet annually to refine unit purpose and goals, define measurable key results, review progress, and make improvements as needed.

Assessment is a significant part of planning and research at SVCC. In 1987 SVCC submitted its plan for student outcomes assessment to the State Council of Higher Education for Virginia. A twelve-member Student Outcomes Assessment Committee drafted, revised, and implemented a plan for assessment in developmental studies (1988). majors (1989) and general education (1989). Assessment is one step in the planning process for improvement of instruction. Each unit or division developed a statement of purpose, goals, and measurable objectives or anticipated results as a basis for assessment. As assessment results are secured, faculty and division chairs seek ways to make improvements prompted by the data. Assessment efforts between 1990 and 1994 have included the areas of general education, developmental studies, most majors, and a number of key courses offered on and off campus.

CONCLUSION

The current SVCC Statement of Purpose provides a beginning point for all basic college functions. The Committee could link all services and responsibilities of the College back to some phrase within the purpose and found that the official posture of the College, as expressed in the statement of purpose, is consistent with actual institutional practices. SVCC's administrative processes, physical and financial resources, educational programs and support services, and planning and evaluation processes are adequate and appropriate to the institution's stated purpose and role. The following chapters will specify in detail how these areas carry out their roles and responsibilities as they attempt to fulfill the stated purpose of Southwest Virginia Community College.

PURPOSE

Recommendations, Suggestions, and Proposals

- **The** committee **recommends** that the College make all "official" statements of the purpose consistent in wording in all publications.

- The committee **recommends** that the SVCC Statement of Purpose be included in the Classified Staff *Handbook*.

- *The* committee **proposes** that the College make the purpose-relatedness of the "We Are Committed" statement more explicit by placing it along with the purpose in the Catalog and in other appropriate publications.

- The committee **proposes** that the College continue to use the "Mission" statement as a convenient summary of the purpose, but that a footnote be added to inform the reader that the complete statement may be found in the *Catalog & Student* Handbook.

COMMITTEE

Ronnie Bartley Chair (1993-94)	Associate professor. Chair of Business Division
William B. Fiess **Chair** (1994-95)	Assistant Professor. Mathematics
Ann c. Bartholomay Writer	Associate Professor, Learning Laboratory Coordinator
Craig Ashbrook	Associate professor. Environmental Management
Barbara A. Buskill	Assistant Professor, Administrative Assistant to the President
Nan P. Dunford	**Business Manager**
Barbara J. Fuller Liaison	Associate Professor, Continuing Education Program Developer
Karen Ratliff Recorder	Program Support Technician, Library
James H. Tolbert	Instructor and Clinical Coordinator. Respiratory Care
R. Mark Wildman	Instructor, Counselor. Co-Curricular Activities Coordinator
Charles W. Wymer	Associate Professor. Administration of Justice

INTRODUCTION

Southwest Virginia Community College (WCC) is committed to excellence. Administration, faculty, and staff believe that it is important to state clearly the purpose of the College and each of its programs and to establish related goals for the College as a whole, each division within the College, and each program of study within each division. College personnel also place significance on determining levels of effectiveness by evaluating instructional outcomes in light of these goals, analyzing the results, and making adjustments based on the findings.

In its review of how SVCC determines its effectiveness as an institution of higher learning, the self-study committee on Institutional Effectiveness examined the College's processes for planning and evaluation and institutional research. The committee began its analysis of planning and evaluation by reviewing the purpose of the College for clarity and appropriateness for collegiate education and reviewing the divisions' purpose statements and educational goals to determine their consistency with the institution's purpose. The committee also examined the procedures which divisions use to measure the extent to which they are achieving their goals and the extent to which they use resulting assessment information to make instructional improvements in programs, services, and operations. The committee observed the College's continuous study, analysis, and appraisal of its overall and division purposes and goals, evaluation of goal achievement, and use of results for instructional improvement.

Documents used in the evaluation included the College's Master Plan, Giuing *Direction to the Future* and also annual reports, assessment reports, and follow-up studies. In addition, surveys and interviews provided historical data not included in written reports and information on current practices.

The committee directed its appraisal of institutional research toward one standing committee and two major administrative units. Minutes of the Research and Development Committee (currently called Research and Planning Committee) and statistical abstracts from the Office of Information Services [formerly called Data Services) provided a historical view of college research. The Office of

Institutional Research provided information about current research practices.

PLANNING AND EVALUATION

At SVCC, planning and evaluation are continuous and require a comprehensive approach in order for evaluation to permeate the institution at both administrative and instructional levels. The administration, faculty, and staff perceive that this process must be responsive to the needs of students and community members. Planning includes three components: long-range planning, annual operational planning, and outcomes assessment as a tool for continuous improvement of educational programs.

Long-Range Planning

In 1981-82, Southwest Virginia Community College developed a ten-year Educational Master Plan to guide SVCC into the 1990s. During the 1980s. several incidents contributed to the institution's redirecting its planning process. In the middle 1980s, the American Association of Community and Junior Colleges (now the American Association of Community Colleges) established the Commission on the Future of Community Colleges and charged the Commission with the task of developing a proposal for future directions for the colleges. During the process of developing the proposal, the Commission distributed information widely and published articles in the *Community College Journal. These efforts* resulted in the publication of Building Communities: *A* Vision *for a New Century in* April 1988, followed in November with a teleconference. In this work, the Commission emphasized priorities for community colleges as they moved toward the twentieth century.

In September 1988, a one-hundred member committee across the Virginia Community College System (VCCS) began developing responses to the proposals made by the Commission. The committee's review of the recommendations and suggested VCCS actions in response resulted in the publication, *Toward the Year 2000,* a work which provided the impetus for all Virginia community colleges to look immediately at planning and development as a means of implementing short-term and long-range planning.

In addition, in April 1990, a consultant identified by the Southern Association of Colleges and Schools provided the college staff with an overview of the accrediting process, at which time he indicated that the Southern Association expected all institutions to have in place a planning process that would include evaluation procedures to monitor institutional effectiveness. The consultant emphasized the need for formalized and systematic planning mechanisms.

During this time, the financial climate in the Commonwealth led government agencies to make numerous demands to the legislature for available dollars. Increased demands resulted in the need for community colleges to compete for needed operational funds. The need to be accountable became evident. Efficiency and effectiveness were necessary to achieve this accountability.

Concurrently with these events, SVCC began to look at its own methods of planning and evaluation for possible inadequacies. The Grants Officer, influenced by information generated by the Commission on the Future of Community Colleges, prepared a proposal to the United States Department of Education, HEA, which had Title III grants available that would allow developing institutions to prepare and establish enhanced planning, research, and management information capabilities. The concepts of broad participation and ownership were central in the proposal in order to encourage shared understandings and motivation for decisive action. In 1988, the College received a three-year grant with funds designated for planning operations to become available during the last two years of the grant.

In the fall of 1989, the College hired an officer for the recently established Office of Institutional Research and charged the office with the task of developing a new master plan that would be comprehensive in nature and global in perspective and would guide the College for two to five years. The strategic planning necessary for developing this updated master plan involved all segments of the college community. The Institutional Research Officer kept all faculty and staff informed of progress being made through College Council and faculty and staff meetings. The initial plan included annual revisions to ensure continued participation and involvement of faculty and staff, as well as attention to maintaining the Master Plan's pertinence to current institutional needs.

The initial long-range planning, which is renewed periodically. included a steering committee. a planning council, community representatives, the local Board, and the President of SVCC. The Steering Committee consisted of a broad-based representation from the Planning Council. The fifty-member Planning Council consisted of faculty and staff, students, division chairs, coordinators, directors, program heads, and deans. Eighteen community representatives selected from all counties within the College's service region also participated. These long-range efforts contributed to the total planning process.

Between October and December of 1990, the Planning Council began its tasks by completing a survey developed by the Institutional Research Officer. The Officer listed the recommendations presented in the VCCS publication, *Toward the Year 2000,* and requested two responses from Planning Council members. For each recommendation. the members indicated which activities the College was currently fulfilling and which ones were important for future planning. Areas of consensus among the Planning Council resulted in a list of 15 external challenges and 36 opportunities. The Planning Council then divided the opportunities into two categories of 12 "societal and technological opportunities" and 24 "economic and public policy opportunities."

In December 1990, the process of developing an SVCC vision statement began when Planning Council members examined WCC's purpose and analyzed its strengths, challenges, and opportunities for the future. During a day-long retreat, six focus groups, made up of Planning Council members and a cross section of community leaders, developed lists of SVCC's strengths and internal challenges that were later prioritized by all participants. This activity resulted in the identification of ten strengths and eight internal "challenges."

Planning continued with the development of strategies for fulfilling the opportunities identified and the preparation of a vision statement for the College. Presented in Giving *Direction to the Future* (19), the vision statement revealed the College's sense of direction and genuine commitment to instructional excellence. It outlined programs planned to educate, train, and re-train citizens, preparing them to participate in a changing and complex society. It also called for new approaches to instruction and new technology in teaching, including extended learning activities to facilitate learning for traditional and non-traditional students in Southwest Virginia. The statement also contained six strategic priorities to serve as a guide for accomplishing the vision.

In subsequent years, the long-range planning effort involved the strategic priorities the Planning Council had selected. Another Title III grant, currently in its fourth year, reflects those priorities as shown through its five outlined activities. Activity I focused on the development of the instructional television system, the Distance Education Program, on the campus of SVCC and at two off-campus sites. Activity II provided for the development of new programs and courses to meet the needs of area health care providers. Activity III called for planning and implementing three new career studies certificates. In the category of Electronic Information Interchange, the Engineering Division is developing two new career studies certificates. the Career Studies Certificate in Electronic Information Interchange and the Career Studies Certificate in CD-ROM and CD-WORM. In the category of Process Control Technology, the Engineering Division is developing the Career Studies Certificate in Process Control Technology. Activity IV led to increased offerings and improved faculty competency in the Law Enforcement Program. The final activity featured the addition of a computer lab to improve opportunities for use of computer-assisted instruction for developmental courses.

For the past two years, the self-study process and planning have been integrated. With its focus on quality of instruction and use of assessment for instructional improvement, the self-study process has further supported the College's attention to the priorities set when Giving Direction to the Future was completed. In January 1993, the Steering Committee of the Planning Council was expanded to become the Steering Committee for the SVCC Self-Study, which is temporarily guiding much of the College's present planning and evaluation.

Annual Operational **Planning**

Before 1990. SVCC employed a planning process in which administrators were the key participants. The tools for planning were management objectives which each administrative unit of the College prepared. Each dean required the administrative/functional areas reporting to him to prepare annual objectives according to four categories: innovative, problem-solving, regular or routine, and personal development. A measurement designed to assess effectiveness accompanied each objective. The measurement statement included a list of enhancements to the activity and a list of potential hindrances to completing the objective successfully. The planning process called for each administrative unit to review the objectives and measurements to determine the results of each objective and prepare new objectives for the following year. The deans submitted the resulting "annual reports" to the Office of the President for inclusion in the College's ***Annual Report.***

As an introduction to the annual operational planning process, the Office of Institutional Research guided the administrative units of the College in preparing unit mission statements and goals in spring 1990. At the completion of the long-range planning activities. annual operational planning began in April 1991, when the Institutional Research Officer encouraged all full-time and many part-time faculty in each division to consider ways to make the college-wide vision a reality and to implement strategic priorities in their program areas. After the annual spring graduation in May, most administrative faculty and many staff participated in a series of operational planning sessions to review the past years accomplishments: reconsider each administrative unit's purpose and goals; assess progress on key results: reflect on the unit's strengths, weaknesses, opportunities, and threats: and identify a few innovative and problem-solving initiatives for the coming year. In the months that followed, each administrator completed reports and plans that summarized these efforts.

Planning resulted in a list of initiatives for 1991. The Institutional Research Officer had advised the administrative units to include in their planning consideration of the strategic priorities identified by the Planning Council. The strategic priorities included plans for designing curricula for lifelong learning and new work-related technologies and skills: reaching traditional and new student populations: providing educational opportunities to enhance student access: developing partnerships with business and labor, local communities, governments. and schools; exhibiting a commitment to quality through assessment and continuous improvement as well as fundraising; and providing for personal and professional development.

An examination of the initiatives completed by the administrative units indicated that they supported the strategic priorities. The initiatives written by the Business Division, Division of Continuing Education and Community Services, and the Engineering Division supported the priority on partnerships with business. One initiative of the Humanities and Social Sciences Division was directed toward increased articulation with schools; thus it also supported the strategic priority on partnerships. Many administrative units planned initiatives supporting the strategic priority: "educational opportunities that provide greater access." The Office of Evening Offerings, Admissions, Alumni Affairs, Financial Aid, Talent Search, Veterans Affairs, International Education, the Natural Science and Mathematics Division, the Learning Laboratory, and the Library indicated plans for activities providing for increased student access to the College. Lifelong learning was a focus for initiatives in Student Support Services and Institutional Advancement. The strategic priority of assessment appeared in almost every list of initiatives prepared by administrative units. Clearly, planning had resulted in contributions from all College administrative units toward the Plarming Councils initial strategic priorities.

Prior to 1993, the document resulting from the annual operational planning was entitled Annual Report; it is currently named Annual Reports and Operational Plans. The purpose of this document is to provide a thoughtful sense of direction and accountability annually for each functional administrative unit's appraisal of operational tasks. It serves as a guide for each unit to refine its purpose and goals, identify key results, and prepare a unit situation analysis of strengths, weaknesses, opportunities, and threats. It also encourages reflection on Implementation of objectives and progress reviews of results of implementations. In addition, it serves as an Impetus for instructional and administrative improvement.

The "Planning Cycle," as set forth in Giving ***Direction to the Future,*** describes the steps necessary to achieve effective operations and to provide the mechanism for the cycle to continue from year to year. The annual process calls for each administrative area to clarify its purpose and goals in relation to the College's purpose: consider its strengths, challenges, and opportunities; and make plans that enhance the quality of the units efforts and help to realize the major objectives for the College during the following year. The planning design prescribes regular meetings of unit members to review progress made on plans and to generate new ideas.

To Implement goals and achieve key results from month to month, administrative units prepare annual calendars which outline important dates for the activities of those units. Calendar designs vary according to needs of different administrative units. The Office of the Dean of Instruction prepares and distributes an academic calendar with significant dates related to instruction. The Office of the President compiles and disseminates a calendar which designates deadlines and important dates needed for all administrative units.

In its evaluation of the planning process at WCC, the self-study committee on Institutional Effectiveness determined that the administrative units are endeavoring to implement the Annual Operational Plan as outlined in the planning process. Documentation provided evidence that the administrative units produce the appropriate reports required. A survey of faculty and staff indicated that almost two-thirds (62 percent) of all respondents agree that the College engages in continuous study, analysis, and appraisal of its purpose, policies, procedures, and programs.

An examination of the procedures which divisions employ to measure the achievement of their goals and use of assessment data for instructional improvement displayed evidence of involvement of twelve-month faculty and full-time staff in this process. However, interview results revealed that nine-month faculty, generally, were not being involved. The only exception to this finding was in the Allied Health programs. In response to this information, the Coordinator of Planning and Development invited faculty members to the planning sessions held at the end of the spring semester of 1994. In 1995, the Coordinator of Planning and Development intends to schedule planning sessions beginning in January in order to include most administrators, faculty members, and staff. Beginning early in the semester will provide ample time for planning. evaluation, follow-up, and plans for instructional improvement. In support of this plan, the self-study committee on Institutional Effectiveness **proposes that administration continue to schedule operational planning but schedule the planning earlier in the academic year to provide opportunity for more broad-based participation. The** committee also **suggests that the head of each administrative unit involve nine-month faculty/staff more actively in the operational planning of the unit, including the unit's goal setting, and work toward accomplishing unit goals.**

In its review of the annual reports for 1991-92 and 1992-93, the self-study committee on Institutional Effectiveness further identified a deficiency on the part of divisions to identify and document the accomplishments and weaknesses for the first year and to use the findings to plan improvements for the subsequent year. The committee reviewed a representative sampling of the goals and accomplishments as listed in the annual reports and found little relationship between goals and accomplishments. The review revealed that annual reporting does not use adequate measures to indicate accomplishment of a goal. Therefore, the committee **recommends that the various administrative units responsible for operational planning provide complete reporting on the implementation of key results and evaluate those results so that planning for the next cycle can be as comprehensive as possible.**

Outcomes Assessment

A vital part of SVCC's Annual Operational Planning is the use of assessment data for instructional improvement. Even before the current planning methods began, the College had begun developing program assessment plans, and since 1988, when state mandated assessment began. the College has actively participated in the process.

Outcomes assessment, instigated by a statewide legislative mandate that colleges and universities submit annual assessment reports to the State Council of Higher Education for Virginia (SCHEV), began formally in 1987 when the Dean of Instruction formed a twelve-member Student Outcomes Assessment Committee for the purpose of developing assessment activities.

In 1988, the Developmental Studies Assessment Committee began work on a project designed to shape criteria for placing students in developmental courses and assessing their performance. The Committee determined that the developmental courses being offered met the requirements recorded in the *Report of the Joint Task Force on Remediation* In order to ensure appropriate placement of students in developmental courses, the Committee formulated advisement guidelines for Math 02. Math 03. Math 04. English 01. English 04. and Biology 20. The College Guidance and Placement Test (CGP) scores, background preparation in high school, and performance in prior developmental courses comprised the criteria for placement. As a help for advisors, the Committee provided charts displaying subsequent courses appropriate upon a students successful completion of each developmental course. In order to provide for follow-up of students, the Committee designed three levels of student success: Level l-students passing of developmental course: Level 2-student's passing of a subsequent course, gaining entry into a chosen program, or obtaining a GED; Level 3-student's completing his or her chosen program, graduating, obtaining related employment, or transferring to another college.

In 1989, SVCC faculty attended workshops to develop general education goals and methods of assessment in academic majors. The general education goals selected were as follows: to promote life-long learning, to broaden skills in communication, to develop problem-solving skills, to stimulate critical and creative thought, to introduce students to ethical and socio-technological values, to encourage responsible and active citizenship, to introduce students to a diversity of cultures, to expand student awareness of the creative and performing arts, and to promote mental and physical well-being. SVCC faculty completed a course-by-course analysis to determine if the general education goals were being met. The faculty provided statements of expected educational results, which the Institutional Research Officer used to develop the instruments for assessment of general education. General education assessment, using the locally developed instruments, began in spring 1990 and has included the Academic Profile since fall 1990.

While general education assessment proceeded, the College was also focusing on assessment of majors. During 1989, academic program faculty members defined the educational objectives that students should master by graduation and designed instruments to measure student achievement of the objectives. They also used other measures of achievement, such as capstone courses.

In 1990, the Planning and Development Office assumed general responsibility for the coordination of assessment. The Institutional Research Office, as part of the Office of Planning and Development, focused on linking the College's strategic plarming process with the annual operational planning and assessment activities. The goal was continuous improvement of instruction through proper planning and ongoing evaluation. The Institutional Research Officer also set a goal of obtaining significant Involvement of faculty and Staff.

In 1991. sub-committees with broad faculty representation began work on implementing assessment plans for most majors and for general education. In addition, a new task force for developmental studies was established to makes changes indicated by research which resulted from study done by the earlier Developmental Studies Assessment Committee. During this continuous effort, 15 major programs conducted assessment activities. With the support of the Institutional Research Officer and direction from the document entitled "A Guide for the Improvement of Educational Programs at SVCC," faculty assessed the following programs: Accounting, Automotive Technician Operations, Business Management, Computer Information Systems, Early Childhood Education, Drafting and Design, Human Services Technology, Machine Tool Operations, Mine Machinery Maintenance-Diesel Power Option, Radiologic Technology. Respiratory Care, Welding. Arts and Crafts Production, Clerk Typist, and Office Systems Technology.

The College began publishing annual assessment reports for the institution at the end of the first year of assessment activities in 1989. Since then, SVCC has sent SCHEV two comprehensive assessment reports covering the two-year periods of 1989-91 and 1991-93. These reports demonstrate the significant progress in assessment made at the College.

Illustrations from the 1991-93 assessment efforts indicate significant responses to the results. College administration and faculty have worked jointly to plan and implement instructional improvements. Initial efforts included many program changes. The Business Division instituted a computerized accounting course and developed a local area computer network to assist students in the Computer Information Systems Program. The Respiratory Care Program expanded the number of rotation sites to enhance the students' clinical experiences and added four adjunct faculty members to provide appropriate guidance for the students assigned to the sites. Students in the Welding Program began taking the American Welding Society Test earlier in the semester than they had done in the past in order to provide a less stressful time frame in which to complete the test. The Machine Tool Program instituted a new course in jig and fixture design to meet student needs. The needs of English 111 students for composition skills resulted in the requirement that all students in English 111 write an assessment essay toward the end of the term. This process allowed English faculty to ensure a minimal level of English competency in all composition sections. As part of the continuous nature of the assessment effort, the department has now changed to using portfolios for assessing student progress in order to determine needed instructional changes. Assessment results have also contributed to the improvement of biology instruction. The Arts Across the Curriculum Program, which has received statewide recognition, was an outgrowth of assessment data. In addition, a review of the CGP as a placement test led SVCC to adopt the ASSET Test.

As a result of recommendations of the Developmental Studies Assessment Committee and follow-up data on student performance and persistence, the President formed the Developmental Studies Task Force. His charge for the Task Force was "to plan and implement a program of developmental studies which will coordinate academic offerings with other contributing units throughout the institution in a manner which will provide students with skills essential for successful completion of the developmental courses, as well as subsequent courses needed in their programs." The Task Force, with the support of the

Institutional Research Officer, used the total quality management process to determine the major elements of the program. The final recommendations of the Task Force led to the formulation of the Developmental Studies Coordinating Group (DSCG), an interdivisional group which is currently implementing the program elements. The DSCG is addressing all elements of the program with special emphasis at the present on staff development and assessment. The group places continuous emphasis on instructional improvement. For example, the Humanities and Social Sciences Division has implemented a computerized classroom for developmental reading and composition classes. Instructors teaching developmental classes in the Natural Science and Mathematics Division are implementing creative instructional methods and plan to increase the number of credit hours for Math 04 in order to allow students to receive additional instructional concepts needed in subsequent courses.

As part of the continuous effort, these instructional implementations exemplify the emphasis SVCC is placing on using assessment data to improve programs. The process has become one of continuous change and modification. However, despite the ongoing attention to assessment in some programs, several areas of weakness remain. First, not all of the programs which initiated assessment activities completed them. Also, the effort placed on assessment varies among programs. Based on interviews with program heads, an ongoing systematic use of assessment results to achieve instructional improvement appears to be lacking in some programs. Some program heads seldom meet with division chairs or others to evaluate their programs or discuss the results of assessment. Even though much information is accumulated, it is, in many cases, not applied to planning future activities.

In light of these findings, the self-study committee on Institutional Effectiveness **recommends that, in order to increase SVCC's effective use of assessment data, each program head and all program personnel meet with the division chair at least annually to discuss the strengths and weaknesses of the program and to plan program improvements. These discussions should relate to the stated goals and objectives of the program and the assessment results.**

Prior to 1989. Southwest Virginia Community College employed a decentralized approach to institutional research. Various administrative units collected data and conducted research projects and follow-up studies: the Office of SVCC Data Services collected data for administrative purposes. In many cases the results of research projects appeared in the minutes of the Research and Development Committee (currently the Research and Planning Committee).

Minutes of the Research and Development Committee recorded numerous reports on topics, such as student/faculty ratios, demographic data, and grade distribution, which were completed by the first Coordinator of Institutional Research and Grants. The minutes also contain records of research data compiled by the Student Development Services Division on graduates who transferred to other colleges. Additional projects reported by the Research and Development Committee include early institutional research to determine appropriate entry testing measures for student advisement, assessment of faculty/staff development needs, and assessment of instructional needs of students.

During **the 1980s,** the Office of SVCC Data Services provided statistical abstracts which contained beneficial information for college administrators and instructors. The abstracts included demographic information, enrollment in programs, unduplicated headcount for full-time and part-time students, and FTEs. In 1987, the Office of Data Services compiled a summary of data on students dated as early as 1972 for some categories.

Even though some administrative units maintained up-to-date research data, multiple responsibilities and time constraints often interrupted the efforts of other units to attend to institutional research. The second Coordinator of Institutional Research and Grants readily observed the need for a more systematic approach to institutional research when the College began planning and conducting assessment activities. This need brought about the creation of the Office of Institutional Research under the administrative direction of the Office of Planning and Development (formerly the Office of Institutional Research and Grants). The Office's purpose includes engaging in research that supports and meets the needs of SVCC's administration and faculty, maintaining information about institutional research that other administrative units have pursued in order to make the information accessible to those needing it, and working closely with the President and other administrators of the College.

In November 1989, the Office of Institutional Research officially began the process of providing the leadership needed for collecting and using research data and has since worked with all administrative units to move the process forward. The responsibilities of the Office of Institutional Research include carrying out routine and special research projects supporting the assessment, planning, and development activities of the College: compiling data on the College's internal and external environment: coordinating institutional research: preparing written and verbal reports; contributing data needed for grant proposals: and assisting with grant-writing efforts. The Office is also responsible for providing research information to support management needs of the College. By collecting, synthesizing, and analyzing student enrollment data, faculty data, administrative and management data, and information on the College's mission, the Office can provide information pertinent to instructional and administrative effectiveness. The Officer also acts as a liaison between SVCC and various local, state, regional, and federal agencies for the purpose of sharing information. In this capacity, the Officer provides the agencies relevant research information.

The Institutional Research Officer employs various means of collecting data for both internal administrative units and external agencies, conducting surveys, preparing data collected from surveys given by other administrative units, accessing data bases, and using printed and raw data. Some examples of surveys given are the student satisfaction survey; the faculty survey used to derive information for the self-study: surveys of faculty and staff satisfaction with Staff Services and the telephone system; surveys for feedback for the Tech Prep Program, the Food Service Management Program, and the Office Systems Technology Program: an evaluation of the fall 1994 faculty and staff in-service; and a survey conducted for Tazewell County businesses. The data bases most used are Research and Assessment Data Support System (RADSS) and Student Information System (SIS). Data also come from the State Council of Higher Education for Virginia, the Virginia Community College System, and state, federal, and private agencies. SVCC administrative offices often send raw data to the Office to be prepared for use by the offices. Upon receiving or generating data, the Officer analyzes and prepares the information for dissemination to appropriate offices.

Disseminating the information collected and analyzed is another important charge of the Office of Institutional Research. The Office distributes a wide variety of reports on assessment, evaluation, and other data analyses and provides data needed by the administration to make important decisions Involving the utilization of faculty and staff. Also, in order to make research Information widely available throughout the College, the Institutional Research office publishes research briefs, which address an array of educational and institutional research topics. Since 1989, this Office has also published regular assessment reports, which are synopses of Information related to enrollment, demographics, graduate data, and program evaluation and assessment.

The Office of Institutional Research conducted assessments of its research function In 1989, 1991, and 1994. In 1989, one page of a larger survey served as a medium for feedback on the services being provided by the Office at that time. In 1991, the Officer surveyed College Council members to access administrative viewpoints of the research activities of the Office. Between the 1991 and 1994 assessments, faculty and staff members increasingly used data distributed by the Office and became valuable sources of feedback. During this interim. the Institutional Research Officer and the Coordinator of Planning and Development reviewed the literature on the composition and conducting of surveys and collected several sample surveys. The Institutional Research Officer then constructed a survey instrument which Included items designed to evaluate the entire operation of the Planning and Development Office, one part of which focused on the activities of the Institutional Research Office. The Office conducted the survey In 1994 to selected faculty and staff.

Interviews with the President, the Dean of Instruction, the Dean of Financial and Administrative Services, the Dean of Student Development Services, and the four academic division chairs about the performance of the Office of Institutional Research produced positive results. Findings indicated that the Institutional Research Officer has a wide range of knowledge about the Virginia Community College System, Southwest Virginia Community College and its functions, and research methodology. The Office has developed a network of contacts and is proficient in gathering the documentation necessary for its many reports. Not only does the Office gain access to needed data but also provides a rapid response to administrative and faculty requests for information. The "Fact Book," a computer file developed by the Institutional Research Officer, is an important information source which both faculty and administration find useful. The Officer also prepares data which meet the needs of local industries.

Operating as an interactive component with the Coordinator of Planning and Development, the Office of Institutional Research uses its allocated budget each year to ensure continued improvements. The Officer attends conferences to stay current in the research field and to interact with colleagues for the exchange of ideas and information on specific research and planning issues. In addition, the Officer uses resources available for professional development, such as computer programs and mailings. The availability of resources has continued to ensure the professional development of the Institutional Research Officer.

The Office of Institutional Research has been relatively successful with the process of collecting and analyzing data, as well as disseminating reports to appropriate administrative units of the College. The positive effects of its services have increased as administrators, faculty, and staff have become aware of the value of the services. However, involvement of administrative units in conducting research and/or using data varies. Therefore, the self-study committee reviewing Institutional Effectiveness **proposes that the administration. faculty, and staff of the College continue to assess the activities of the Office of Institutional Research on a regular basis to ensure that the Office is realizing its fullest potential in contributing to institutional effectiveness** In addition, the committee **proposes that the Office of Institutional Research make provisions for more faculty involvement in institutional research** and also **that the Office heighten faculty and staff awareness of information available in the Office.**

CONCLUSION

Throughout the committee's examination of institutional effectiveness at SVCC, the focus remained on making sure the College is dedicated to excellence. The committee found evidence of high quality planning and evaluation, as well as institutional research. The areas of needed improvement included involvement of faculty and careful follow-up of operational planning. This committee isolated institutional effectiveness to the extent possible to reflect on the College's addressing of the topic, but because planning, assessment, and research are integral parts of all categories for the self-study, additional statements and examples related to

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institutional effectiveness are located throughout this document.

INSTITUTIONAL EFFECTIVENESS

Recommendations, Suggestions, and Proposals

- The committee **proposes** that administration continue to schedule operational planning but schedule the planning earlier in the academic year to provide opportunity for more broad-based participation.

- The committee **suggests** that the head of each administrative unit involve nine-month faculty/staff more actively in the operational planning of the unit, including the units goal setting, and work toward accomplishing unit goals.

- The committee **recommends** that the various administrative units responsible for operational planning provide complete reporting on the implementation of key results and evaluate those results so that planning for the next cycle can be as comprehensive as possible.

- The committee **recommends** that, in order to increase WCC's effective use of assessment data, each program head and all program personnel meet with the division chair at least annually to discuss the strengths and weaknesses of the program and to plan program improvements. These discussions should relate to the stated goals and objectives of the program and the assessment results.

- The committee **proposes** that the administration, faculty, and staff of' the College continue to assess the activities of the Office of Institutional Research on a regular basis to ensure that the Office is realizing its fullest potential in contributing to institutional effectiveness.

- The committee **proposes** that the Office of Institutional Research make provisions for more faculty involvement in institutional research.

- The committee **proposes** that the Office of Institutional Research heighten faculty and staff awareness of information available in the Office.

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INTRODUCTION

Southwest Virginia Community College (SVCC), operating as a comprehensive community college within the Virginia Community College System (VCCS), works diligently to be of value to those who choose to participate in its educational programs. The College is tasked to deliver the core courses designed to enhance the potential of well rounded citizens and to provide students the knowledge, skill, and ability to function within specialized major disciplines. Southwest Virginia Community College is challenged to meet the needs of anyone who can benefit from a program and meet the criteria for entry into academic programs. The College develops associate degree, diploma, and certificate programs in addition to specialized courses to meet the needs of the service region.

A strong testament to SVCC's quest for excellence in meeting the educational needs of the college community lies in the fact that the College has for several years led the VCCS in serving the highest percent of residents in its service area *(VCCS Research Report Series: Population Penetration Rates by City and County,* Fall Term 1994). This statistic is phenomenal when placed against the background of data that reflect a local population with an average education level among the lowest in the Commonwealth and that reveal the area lacks a manufacturing base and transportation system common to other areas of Virginia.

Because of the challenge to meet diverse needs with limited resources, the College must stop from time to time to compare current practices to a known standard. The self-study committee assigned to evaluate SVCC's Instructional Program had the responsibility of evaluating programs against the Criteria of the Southern Association of Colleges and Schools (SACS) as a requirement for continued improvement and accreditation. The areas of study included Admission Policies and Practices, Completion Requirements. Curriculum, and Instruction.

The evaluation began with at-large committee meetings to discuss the criteria applicable to SVCC's educational programs, obtain clarification of terms and concepts, and develop performance measures that would accurately portray gaps between existing practices and SACS Criteria. At this point the committee subdivided into smaller groups of two or three members to investigate the specific sub-sections. Each group worked independently to address the requirements within their assignments. As work progressed, the full committee met to clarify uncertainties and to gather input from others on methods to investigate perplexing observations. The resulting narrative presents the findings of the committee.

Purpose of Educational Programs

The following excerpt from the Statement of Purpose for Southwest Virginia Community College clearly points out that the principal focus of the College is the education of students:

> SVCC is dedicated to the belief that each person should be given a continuing opportunity for the development and extension of skill and knowledge to increase an awareness of the individual's role and responsibility in society. The College is devoted to serve the educational needs of its community, and assumes a responsibility to help provide the requirements for trained manpower in its region through a cooperative effort with local industry, business, professions, and government.
>
> Educational opportunities are provided for adults as well as college-age youth. These include quality instructional associate degree, certificate and developmental courses. A counseling program and other student services are also provided to assist the student with decisions on occupational, educational, and personal goals.
>
> Southwest Virginia Community College is a comprehensive institution of higher education offering programs of instruction extending not more than two years beyond high school. (Catalog & Student ***Handbook***, 1994-95, 1-2)

Data provided throughout the appraisal of SVCC's Instructional Program in this self-study report will show the high value that the College places on the attainment of goals relating to this purpose. The occupational-technical, transfer, developmental studies, continuing education, and community services programs described in the College Catalog & *Student* ***Handbook*** reflect the means through which SVCC fulfills its stated purpose.

ADMISSION

As one of **23 colleges** in the Virginia Community College System, Southwest Virginia Community College closely adheres to the admission policies set forth by the State Board for Community Colleges. These policies are clearly stated in the VCCS Policy Manual (Section 6.0) and are restated, published, and made available to all SVCC constituencies through means of the Catalog & Student *Handbook (8-* 10), the *Faculty Handbook,* program brochures, the SVCC Schedule of Course Offerings, and news releases for special courses. The Office of Admissions and Records also has developed a *Procedures Manual* which provides specific and current details for carrying out these policies.

The State Board for Community Colleges determines SVCC's overall admission policy. The Local College Board and the President of SVCC assure compliance to established policies by development of local procedures and utilization of available resources. The Director of Admissions, Records, and Financial Aid and the Dean of Student Development Services are responsible for the implementation and administration of admission policy.

Academic advisors, counselors, the Enrollment Services Coordinator. and the Director of Admissions, Records, and Financial Aid implement admission procedures and decisions. Faculty and program heads have input relating to the admission policies of programs and courses for which they are responsible.

Although admission to specified courses and curricula is based upon established standards, the College operates on a "quasi open door" policy in that "any person who has a high school diploma or the equivalent, or who is 18 years of age and, in any case, is able to benefit from a program at SVCC may be admitted as a regular or special student" (Catalog & *Student Handbook,* 1994-95, *8).*

Evaluation

The State Board for Community Colleges sets the criteria for evaluation of admissions policies and procedures based upon recommendations from the VCCS deans and approval by the VCCS Advisory Council of Presidents. At the local level, Admissions and Records Office personnel, Dean of Student Development Services, and instructional area administrative and program personnel regularly review and evaluate admission criteria and policies, which must then be approved by the President and the Local Board. VCCS auditors monitor the College's adherence to established admission policies and procedures. Internal memoranda and announcements are used to clarify admission policies and procedures and to inform college personnel of changes.

Recruitment

SVCC engages in many recruiting activities and distribution of materials to attract students and inform them of admission policies to specific programs. Activities Include senior on-campus visits, financial aid workshops, college days, "Bring a Friend" Day, career days, counselors' and other representatives' visits to high schools, college outreach, Project INFORM, guest speakers, and mathematics, business, and forensics contests. The Office of Admissions and Records disseminates to high school guidance counselors and SVCC counselors updates on current requirements on a semester basis.

The first phase of Project EPIC (Enhancing Paths for Independent Citizenship) focused on helping college personnel become aware of and learn to work with those who have disabilities. In the second phase, a grant submitted through Clinch Valley Community Action in partnership with the College launched an intensive effort to recruit and work with individuals with disabilities (Catalog & Student Handbook 44-45) to assist them in meeting their educational goals.

While the Dean of Student Development Services and the Director of Admissions, Records, and Financial Aid supervise all SVCC-directed recruiting activities, they also involve counselors, other administrative personnel, selected staff, and faculty to ensure that recruiting activities and materials accurately and truthfully portray the institution. Division chairs and appropriate deans and faculty critically review all recruiting and informational materials before printing and distribution.

General **Admission**

Admission policies relate to the educational purpose of SVCC as the Statement of Purpose, presented in the beginning of this part of the self-study, shows. The statement, quoted from the 1994-95 Catalog & Student Handbook (1). captures the College's reasons for existing. The requirements for general admission to the College are referenced in the Catalog under the title "Administrative Information" (8-10).

The admission policies establish qualitative and quantitative requirements to admit students who demonstrate reasonable potential for success. Personnel in Student Development Services, division chairs, and program/discipline heads work together to see that students admitted do demonstrate reasonable potential for *success.* Counselors use criteria stated in the Catalog, assessment and diagnostic instruments, high school transcripts, and recommendations of high school officials to evaluate each students level of preparation and, if necessary. to place students in developmental courses to help them attain the knowledge and skills that will enable them to be successful in their chosen programs.

Specific Program Admission

The 1994-95 College Catalog (8-10) outlines admission requirements to degree programs. VCCS policy *(Policy Manual,* Section 6), and therefore SVCC policy, requires official high school transcripts reflecting date of graduation or evidence of GED completion. Applicants who have not graduated from high school or attained the equivalent (normally the GED) must complete approved developmental classes, or other preparatory program, prior to admission to degree programs.

The section titled "Program Offerings" in the Catalog (beginning on page 56) states admission requirements for specific curricula. Admission requirements for programs beyond those for general admission to the College are stated in the Catalog & Student *Handbook.* Examples are the Health Technology majors of Nursing and Radiologic Technology (96-104).

Skills or achievement tests, including the ASSET, SAT, ACT, CGP, and TABE, are used to assess a prospective student's potential for success in a program. Applicants may use ASSET. ACT, and SAT scores for entry into all programs except the health care programs. The Radiologic Technology program requires ASSET, and all qualified nursing applicants for admission to the on-campus nursing program must take the PSB (Psychological Services Bureau Nursing Aptitude Test). External regulating organizations, such as the National League for Nursing and the Virginia State Board for Nursing, evaluate and grant accreditation for the associate degree nursing program and thus impact admission requirements.

SVCC offers developmental courses in mathematics, reading, and English to enable students to attain proficiency levels required to qualify for acceptance into all programs of the

College. Tutoring services are available for students who need assistance in general education courses and, in several areas, for specialized courses. Tutoring arrangements for students are made through Student Support Services.

Student Body Size and Character

The intent of the Virginia Community College System is that each individual college will serve as many of its service area residents as can benefit. For planning and funding purposes, enrollment projections are established by each college, with input from individual college personnel, the VCCS, and State Council of Higher Education for Virginia (SCHEV). Such factors as the individual college's enrollment history and patterns, as well as population trends within the service region, are considered in the enrollment projection process. SVCC's enrollment of 543 full-time equivalent (FTE) students in 1968-69 has increased to 2856 annual FTES in 1993-94 ('Southwest Virginia Community College Official Enrollment Data, 1968 to Present"), as can be seen in Chart 4.1.01 on the following page.

Certain degree programs, including all health technology specializations, have very strict student capacities per class, as well as mandated student-faculty ratios. Within its programs, the College accepts the responsibility to facilitate enrollment by providing class schedules to meet the needs of the student body. Within a program, space and equipment limitations, together with input from instructors, program heads, division chairs, and the Dean of Instruction, determine course capacity and teaching loads.

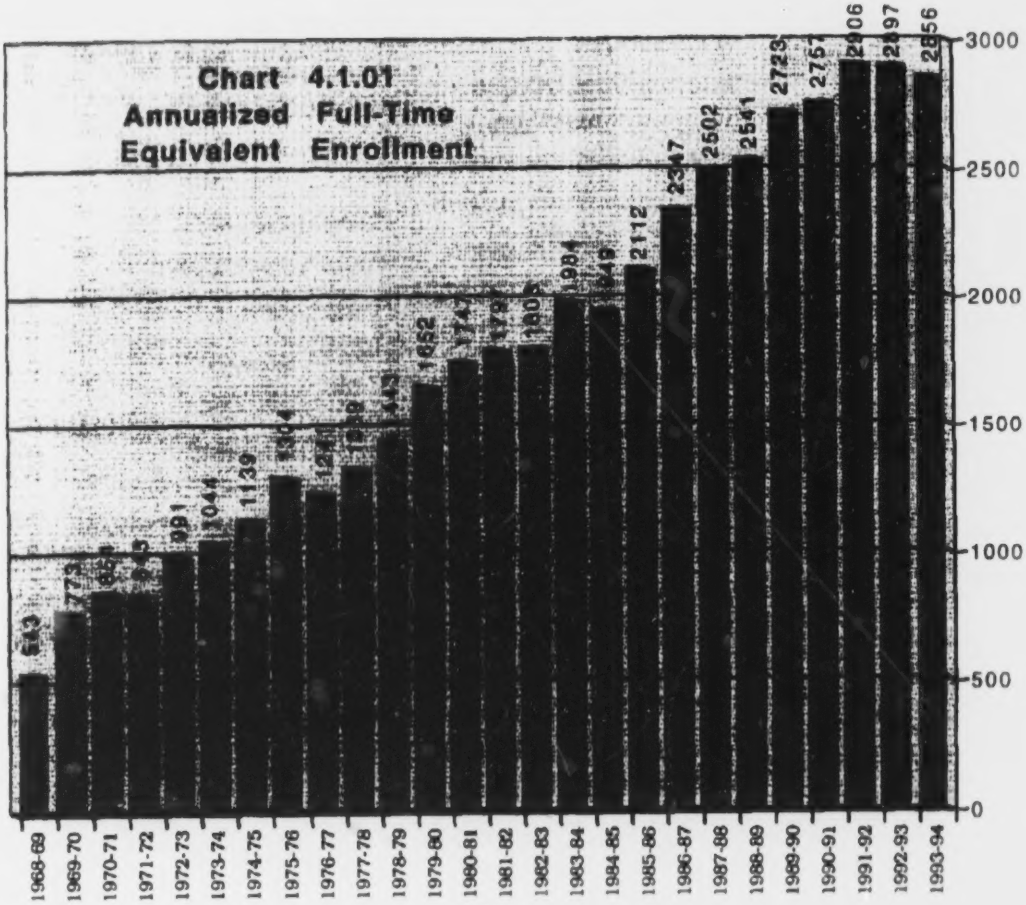
Chart 4.1.01
Annualized Full-Time
Equivalent Enrollment

Advanced **Standing**

SVCC awards credit based on advanced standing through several means in accordance with VCCS provisions (***Policy Manual,*** Section 5). "Credit by Examination" involves a qualified faculty member of the petitioned course administering an examination to the student. If the student performs satisfactorily, the College awards credit. Students may also receive advanced placement by performing satisfactorily on College Board's Advanced Placement

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examinations in high school. Students may receive credit through documentation of experience (portfolio-based credit) or previous completion of course work. Qualified students may be awarded credit from classes or training taken through the armed services or through DANTES examination scores. In addition, students may earn credit through CLEP (College Level Examination Program), which a qualified counselor from the Student Development Services Division administers periodically on the SVCC campus.

The student must initiate the process to receive credit by any means of advanced standing. Except for credit through the armed services, DANTES, or advanced placement, the student must obtain a recommendation for the award of such credit from his or her advisor. the appropriate division chair, and the Dean of Instruction. Provisions for advanced standing are stated in the College Catalog under the headings "College Level Examination Program (CLEP)" and "Credit by Advanced Placement, Examination or Experience" (17-18). Decisions regarding the awarding of credit and the determination of such credit arc addressed in the Admissions and Records Office ***Procedures Manual*** (62).

When a student is awarded credit for non-traditional learning experiences, the "Non-traditional Credit Recommendation Form" and supporting documentation become part of the students permanent record. Final approval includes a review of the permanent record to ensure that the current request does not duplicate credit already awarded. The form for approval of non-traditional credit specifies the course for which the student is requesting credit. By the process of elimination, the student is responsible for all other courses in the major field of study.

As stated on the "SVCC Non-traditional Credit Recommendation Form," students requesting credit for prior experiential learning must have successfully completed 12 semester hours at SVCC applicable to a specific program of study with a cumulative grade-point average of "C" or above before the College may award credit. The Dean of Instruction and the appropriate division chair must approve any deviation from this policy. Students must apply for award of credit for experiential learning only for any specific courses relevant to their major and program.

When a student seeks award of credit for prior experiential learning or experience, the evaluation process and recommendation are initiated through an instructor and/or program head with an intimate knowledge of the course for which the student is requesting credit. The students knowledge and documented experience are compared to the content and evaluation process of the course. The instructor verifies the experience, makes a determination, and submits a written recommendation for consideration of approval to the appropriate division chair.

A student who feels a request for any type of advanced standing has not been appropriately determined may appeal the decision in accordance with the "Grievance Procedure for Students" outlined in the Catalog (4 1-42).

Personnel in Admissions and Records identify all credit awarded through advanced placement, credit by experience, or examination on the students transcript. The amount of credit awarded is clearly stated and is in accordance with commonly accepted good practice in higher education. The course and the number of credits are identified on the student's transcript as credit earned by advanced standing, occupational experience, or previous completion. Documentation of learning or work experience, etc., and the basis for the award of credit is maintained in the students permanent record (VCCS Policy *Manual,* Section 5).

Transfer Students

The Catalog, following the guidelines from the VCCS *Policy Manual* defines the criteria for admission of students desiring to transfer to SVCC. The requirements for transfer students are also published in the Course Schedule of Offerings. Using the policy guidelines, the Enrollment Services Coordinator determines which transfer credits the College will accept. The College accepts "official" transcripts only and, as verified by an official transcript, will accept transfer credit with grades of "C" or above from colleges or universities that have accreditation from a regional accrediting association (Catalog 9-10). The Catalog specifies that generally credit will not be given for courses from colleges and universities not accredited by a regional accrediting association. Transfer students not eligible to re-enroll at the previous college must come before the Admissions Appeals Committee to enter SVCC.

SVCC evaluates transfer credit both for courses which may be used in the transfer student's program of study to fulfill specific requirements and for electives. The College awards credit only in areas which fall within the regular curricular offerings of the institution in the students program of study.

VCCS policy states that "students transferring from another college should consult the appropriate office at the community college for an assessment of credits to determine their standing before registering for classes" (VCCS *Policy Manual,* Section 6). The College Catalog (10) further supports this requirement by directing transferring students to the Office of Admissions and Records at the College for evaluation of transfer credits. The College Admissions and Records Office Procedures Manual states that, for incoming transfer students, "The transcript evaluation should be completed prior to the applicant's [first] term of enrollment, if at all possible. If not completed prior to the student's enrollment, the evaluation of credit and notification to student and advisor of courses and number of credits accepted, should be completed prior to the end of the first term of enrollment" (28). Admissions and Records Office personnel state that they comply with this requirement for students who submit official transcripts at the time of admission. However, some students enter as career exploration students and do not request the evaluation until they have completed a significant portion of a program.

To assess the students' point of view as to whether transfer students are informed of their transfer status in a timely manner, the self-study committee evaluating the Instructional Program at SVCC placed the following question on the self-study questionnaire for students: "As a transfer student I was informed of transfer credit policies before or soon after I enrolled in a transfer program." The students in all groups responded in the majority "no" or "do not know."

However, problems arose in assessing this information. Of the 723 students surveyed, there is no way of knowing how many were actually transfer students. Therefore, the committee obtained the names and addresses of 415 transfer students and directed the question to them. From this survey, 78 transfer students returned the postcards to the Institutional Research Office. This is a response rate of 19 percent, which is low. However, research shows that "response rates in mail surveys are extremely varied, ranging from as low as 10% to over 90%" (Graham Klaxon, Introduction to Survey Sampling, Beverly Hills: Sage Publications, 1983, 66). Also, according to other research, "Refusals to mail questionnaires almost always are biased toward education and interest" (Floyd J. Fowler, Jr., Survey *Research Methods,* Beverly Hills: Sage Publications, 1988, 59). Based on this information, the nonresponse segment of the survey to transfer students probably Included those who were satisfied with the treatment they received or those who were neutral about their treatment. As the card required simply one check mark, and the College paid the postage, "high interest" would tend to be associated with an unpleasant experience.

Responses to the survey question of whether or not students were informed in a timely manner were 51.3 percent "No." 30.7 percent "Yes," and 18 percent "Uncertain." Despite the consensus that the overall response was positive, the committee concluded that the number of "no" answers was sufficient to make a recommendation that the Office of Admissions and Records implement a tracking system of transfer students in order to monitor compliance with this SACS requirement.

Institutional Response

In response, the Director of Admissions and Records has Implemented a tracking system of transfer students to document dates of admission and receipt and evaluation of transcripts.

Admission requirements for international students are stated in the Catalog (9) with instructions for such students to contact the College Admissions Office. Upon receipt of a request for admission from a foreign student, Admissions Office personnel inform the applicant of the process for having credits from foreign institutions evaluated through a foreign student transcript evaluation service. Upon receipt of the completed evaluation, SVCC Admissions personnel evaluate the information for possible award of credit applicable to the student's program of study at SVCC. It is the foreign applicant's responsibility to pay the required fee for the evaluation service (Admissions ***and Records Office Procedures Manual, 28).***

The College evaluates transfer of credit from institutions accredited by an agency that is recognized by the Council on Postsecondary Accreditation in accordance with the policy for "Admission of Student Transferring from Other Colleges" covered in the Catalog (9-10)

The Office of Admissions and Records evaluates awarding of credit for education accomplished in a non-collegiate setting which has been evaluated and recommended for credit by an organization generally recognized as an authority by the higher education community, such as the American Council on Education. This evaluation is conducted in accordance with the policy for awarding non-traditional credit. The evaluation and recommendation of the generally recognized authority will be taken into consideration for awarding of specific credits at SVCC. This procedure Includes military training. Admissions and Records personnel compare recommended courses to appropriate courses in the College Catalog. Upon award of credit, the approved courses are listed in the students permanent record as credits for required courses in the major field of study and as potential electives.

The Office of Admissions and Records evaluates conversion of credit earned in a non-degree program on an individual basis in consultation with the appropriate instructor and/or program head, the chair of the academic division in which the course is normally taught, and the Dean of Instruction. The student may initiate such conversion by "applying for credit or waiver of requirements" as presented in the Catalog (10).

SVCC does not accept transfer of "block" credit. The awarding of credit is based on the provisions for evaluation of "non-traditional" credits to ensure conformity to the stated purpose of each program for which degrees are conferred.

Academic Dismissal, Suspension, and Readmission

The Catalog states the policies for academic dismissal, suspension, and readmission of students under the title, "Academic Standing" [35-36]. The Office of Admissions and Records notifies students placed on academic suspension or academic dismissal by letter and notes their academic status on their current grade report and permanent record. The letter states the procedure for applying for readmission to the College. Students on academic suspension or dismissal must appeal in writing to the Admissions Appeals Committee for readmission.

The Admissions Appeals Committee, comprised of faculty, counselors, administration, classified staff, and students, reviews each suspended or dismissed student's appeal for readmission and considers the student's ability level, academic and career interests, and extenuating circumstances in deciding if the student should be reinstated. Often, the committee requires that, as a condition of readmission, the student must undergo appropriate counseling and/or enroll in developmental studies and study skills courses.

To maintain enrollment, the College uses validated assessment instruments, counseling, and advisement to evaluate the interest and potential of a student to complete a program. SVCC's admission and retention policies are not compromised to maintain adequate enrollment.

COMPLETION REQUIREMENTS

SVCC publishes a semester schedule of courses, an annual catalog, and brochures to enable persons to evaluate the benefit of specific programs for their individual needs and the requirements for entry into and successful completion of such programs. The provisions of the 1994-95 Catalog & *Student Handbook,* which is the primary guideline for program completion, are shown below:

	Pages
Purpose	1-2
Admission Requirements and Procedures	8-10
Rules & Regulation for Conduct	39-43
Student Code of Conduct	40
Program Offerings	56-173
Description of Courses	174-240
Degree Completion Requirements	58
Full-time Faculty/Degrees Held	xii-xviii
Tuition and Fees	3-5
Withdrawal	34-35
Financial Aid	2832

The College annually publishes the *Catalog & Student Handbook* and related brochures to detail the curriculum, objectives, and specific requirements for each degree. The statements of degree requirements specify in a recommended sequence the courses and total credits to be earned, including the number of credits to be earned in the major, electives, and general education credits. A basic core of general education courses is presented in the section titled "Minimum Requirements for Associate Degrees in the VCCS" in the 1994-95 Catalog (58). The description of degree requirements provides the length of study, purpose of the degree, admission requirements, and specific program requirements. Other requirements, beyond those discussed above. are found in the "Program Requirements" section for each of the programs outlined in the Catalog (56-173). The number of credits for each program for which a degree is awarded is stated in the section for each curriculum. The appropriate course prerequisites and the course numbering system are stated in the Catalog (174-240).

Electives, either approved or free electives, are specified in the section for each curriculum. The College makes provision for at least one elective in each of the areas of specialization as evidenced by the specific degree program offering. This self-study committee's review of all programs revealed that electives are included in all programs except Music. However, new applicants are not being accepted into the Music major as explained later in this section.

The technical definition of a major is provided in the VCCS *Policy Manual* (Section 5.2). The operative definition is listed with the appropriate degree, stated in the degree purpose, and listed as courses in the curriculum. Except for General Education requirements, developmental classes, and student development courses (STD), all other courses are designated as Major field courses and electives.

All degrees offered by SVCC, in accordance with VCCS standards, exceed the SACS requirements for the number and distribution of courses for degree completion. A minimum of 17 semester hours with the appropriate distribution are found in the AA&S/AAS degrees, with significantly more required in all other degree programs. SVCC is in compliance with VCCS guidelines, which exceed the SACS *Criteria*.

Skills **Competencies**

At SVCC students develop competence in reading, writing, and mathematics through appropriate course work, such as English composition, required mathematics courses, and other courses which require reading, writing, and mathematical skill applications. Those who may be deficient in these skills at the time of admission must successfully complete developmental courses in these areas before attempting program-specific course work. However, oral communication is not listed as a specific component of the general education core. On the faculty and student self-study surveys, respondents indicated that there are oral communication components in their general education classes to lead to competence in this area. The surveys showed that 82 percent of all students and 70 percent of the faculty stated that such components were present.

When asked the question, "Does the institution provide means by which students may acquire basic competencies in the use of computers?" 87 percent of the faculty responded "yes." SVCC does provide the means for students to obtain basic competencies in the use of computers for communication, computation, and other specialized applications. Each instructional division has computer facilities that are available for staff and student use. Likewise, computer laboratories are operational at off-campus sites.

Students enrolled in English 11 l- 112, College Composition I and II, are given the opportunity for a formal introduction to the Humanities Division computer lab. Students in most English classes receive introductory instruction to the computer and word processing, and the open laboratory is available to them for the duration of their active enrollment at the College. Although ENG 111 and 112 classes require "typed" reports, there is currently no assurance that all students graduating from programs at SVCC have demonstrated competency in the use of computers. Therefore, the sell-study committee evaluating SVCC's Educational Program **recommends that the College establish procedures for the evaluation of competency in oral communication and computer use for students graduating from associate degree programs.**

Hours Required at SVCC for a Degree

The 1994-95 Catalog & Student Handbook (13) stated that a student must acquire 15 semester hours of credit at SVCC in order to receive a degree. This was in compliance with VCCS policy, which stated:

> To be eligible for graduation with an associate degree from a community college, students must have fulfilled all the course and credit-hour requirements of the degree curriculum with at least fifteen (15) semester hours acquired at the college awarding the degree. (VCCS Policy Manual, Section 5.2)

The self-study committee evaluating SVCC's Instructional Program determined that the College was in compliance with the VCCS policy, but not the SACS requirement because 15 semester hours is not 25 percent of those degrees requiring more than 60 semester hours. The committee's review of the associate degree programs revealed that the minimum number of credits for degress SVCC offers is 65 semester hours. Therefore, the committee recommended that SVCC encourage the VCCS to bring its policies in compliance with the SACS requirement that, for degree completion, at least 25 per cent of credit semester hours must be earned through instruction offered by the institution granting the degree.

Institutional **Response**

The College forwarded the dilemma and recommendation to the Virginia Community College System for disposition. Based on the SVCC recommendation and similar requests from other colleges in the system, the VCCS changed its policy to meet the SACS Criteria. SVCC has reflected this change in the 1994-95 Catalog (13).

CURRICULUM

Publications Review and Change

All degree, diploma, and certificate program curricula are described in the current SVCC Catalog & *Student Handbook*, which the College reviews and revises annually according to an established process. Brochures, which are available to give program descriptions, prerequisites and limitations, and specific curricular content, are revised as changes are made in programs, or as faculty, program heads, and/or division chairs deem desirable, to provide more effective decision-making information to prospective candidates for completion.

The SVCC Curriculum and Instruction Committee (C&I) periodically reviews the Catalog and program brochures to evaluate their conformance to requirements and their value to prospective students. The Committee evaluates the suggestions for change and recommendations for revision (C&I Committee Minutes, December 14, 1993).

Relationship and Appropriateness

Curricular offerings are directly related and appropriate to SVCC's purpose and goals: certificates, diplomas, and degrees: the ability and preparation of students: and to financial and institutional resources.

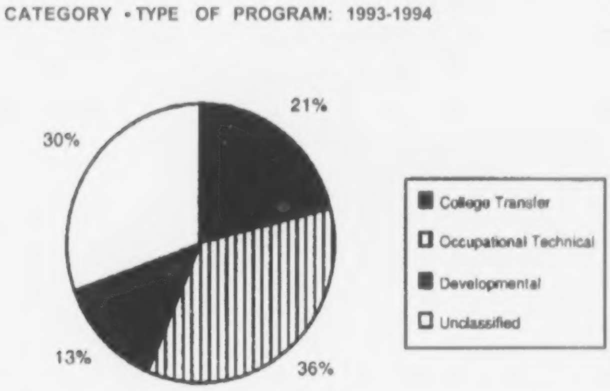
As can be seen by the statement of purpose at the beginning of this chapter, the purpose of the College is to provide postsecondary educational experiences to the adult learner through various delivery systems. The College offers transfer programs, occupational-technical training, professional development, enrichment programs, and special interest courses in order to meet the life-long learning needs of the citizens in its service region.

All aspects of the educational program are clearly related to the purpose of the institution. Program offerings include the Associate in Arts and Sciences Degree with seven areas of concentration: Business Administration, Education, Engineering, General Studies, Liberal Arts, Music, and Science. Associate in Applied Science degrees are offered in four areas: Business Technology, Engineering Technology. Health Technology, and Public Service Technology. Five areas of study offer diploma programs: 18 lead to certificate programs: and 13 Career Studies programs are currently available. The College offers more than 50 areas of concentration from which students may choose. In its quest to provide an opportunity for individuals to improve their quality of life through development of skill and knowledge, the College has attempted to provide numerous delivery strategies.

Although not considered a separate program, developmental classes provide instruction for students needing a review of the basic skills necessary for college-level work. Developmental classes consist primarily of English, reading, and mathematics, but SVCC also provides remedial courses in biology and chemistry for those needing them to gain entry into the health technology programs.

Chart 4.1.02 shows the distribution of students by type of program:

Chart 4.1.02



The educational programs are enriched through grant-funded initiatives, such as Writing Across the Curriculum, Arts Across the Curriculum, and Computer Assisted Instruction.

Collaborative arrangements with local public schools have provided appropriately designed advanced placement for qualified students. Although some secondary students take college courses, SVCC does not presently offer any dual enrollment courses populated solely by high school students. There are clear policies and procedures for high school students to enroll in the College for credit classes. The College has implemented articulation agreements with senior institutions to streamline matriculation of SVCC students.

As to ability and preparation of students, the College, operating under a "quasi open-door" admission policy, accepts any person who has a high school diploma or the equivalent, or who is at least eighteen years of age, and, in any case, is able to benefit from a course or a program of study and is willing to develop to meet program entrance requirements. Since SVCC offers both credit and non-credit classes, as well as certificate, diploma, and degree programs, and provides developmental classes for unprepared students, the College has been able to meet the diverse needs of its student population.

As shown in Section 6.3, financial resources for the educational program come primarily from state funds and tuition, which are sufficient to support the College's educational program. Also, SVCC has been quite successful in obtaining additional funds for instructional support from grants, contracts, and private donations through the SVCC Educational Foundation.

In addition to financial resources, other parts of the self-study address additional resources, such as Faculty (Section 4.8), Library/Learning Resources (5. l), Student Development Services (5.4). and Physical Resources (6.4).

Library services have been extended significantly with the addition of on-line computerized search capability, acquisition services, and interlibrary loan programs. Instructional divisions and off-campus sites provide computer resources with specific applications to support programs. Local Area Networks in the Business, Engineering, and Humanities and Social Sciences divisions link the SVCC network and VCCS network with capability for accessing BITNET and INTERNET. Audio-Visual and Distance Education Services, a component of LRC, provides advice and support for instructional delivery, including supplies, materials, and equipment ranging from transparencies to the electronic classroom. LRC. Staff Services, Student Development Services, and Computer Services, have well defined responsibilities for enhancing educational delivery systems.

From its inception in 1968. SVCC has had continual growth in numbers of full-time students, and facility development has closely paralleled growth in the student body. Acquisition of a building adjacent to the campus by the SVCC Educational Foundation and support of the College community have allowed progress to continue without a decrease in instructional quality because of facilities. The College is on the high priority list at the VCCS level for construction of a combination Learning Resources Center/Allied Health building. The Educational Foundation has attained its goal of raising enough money through local contributions to construct a Center for Health and Community Development. Another unique project that has received funding is the construction of a joint-use National Guard Armory to be shared by the Virginia National Guard and the College. SVCC administration anticipates that these facilities will carry the College into the next century, as enrollment and space requirements stabilize, and as SVCC develops additional partnerships with specific businesses and industries for targeted programs.

The College undergoes regular audits to determine compliance to established standards for efficient utilization of financial resources. All funds have mandated policies for safeguarding and deployment by College personnel and are subject to assessments by independent, local, and agency-designated auditors.

In addition to financial audits, the College and VCCS maintain monitoring systems to track physical inventories, utilization of classroom and laboratory space, efficiencies of faculty, and compliance to federal, state, and local regulations that impact on efficient use of financial resources. Both the office of the appropriate dean responsible for the resource(s) and the specific office responsible for deployment of the resource maintain the results of audits.

Consistency Between **Technology Goals and College Purpose**

SVCC has secured funding for the development and delivery of video and interactive telecourses to extend the Southwest Virginia Community College mission further into its service area. Both options, with development of courses based on needs assessment, have clear and explicit goals consistent with the stated purpose of the College. Course offerings, delivery objectives, and evaluations are on file in the Audio-Visual and Distance Education Services Office.

Another innovative delivery system, which started in the fall of 1994, involves SVCC as an approved site for Old Dominion University's 'Teletechnet" articulation program to extend baccalaureate programs to students in areas of the Commonwealth that have not previously had access to such programs. This program is housed on the campus but is not under SVCC governance.

The self-study committee assigned to evaluate SVCC's Instructional Program could not find evidence that the College had demonstrated how it would achieve the goals of the new delivery systems in order to ensure their overall effectiveness. The committee, therefore, recommended that SVCC evaluate technology-based and other innovative delivery systems for providing educational programs and services, making sure to formulate clear and explicit goals for these activities in order to demonstrate that they are consistent with the stated purpose of the institution and stating how the College will achieve these goals.

Institutional **Response**

Since the committee made this recommendation, the Audio-Visual and Distance Education Services Department, in collaboration with academic divisions, has developed the SVCC *Distance Education Policy and Procedures Manual*

Establishment. Review, and Evaluation

In addition to guidelines published in the VCCS *Policy Manual* [Section 5.31, Southwest Virginia Community College has a well-defined process for the establishment and review of programs. Integral to the process are numerous instructional and administrative faculty and staff, in addition to the C&I Committee, Citizens Advisory Committees. and the Local Board.

Specific program faculty, or the chair of the division in which the program is housed, generally initiate modifications to existing programs or addition of new courses to the schedule. Such actions might also be initiated by staff members, the Director of Continuing Education, the Director of Learning Resources, or the Coordinator of Evening Offerings. After discussion and evaluation of the anticipated impact of the modification or course addition which is being considered, the division chair, Director, or

Coordinator forwards the proposal to the Dean of Instruction. Generally, course addition proposals are readily approved. If proposed modifications meet with Southwest **Virginia Community College, VCCS, SCHEV, and SACS** Criteria, the Dean of Instruction forwards a copy to the President and a copy to the C&I Committee for review. If potential problems or deviations from policy do not exist, proposed program modifications are adopted and become part of the Catalog

Since a cross section of SVCC faculty, staff, and students comprise the C&I Committee, the campus community is generally immediately aware of deliberations and action of the Committee. Although individual faculty members and administrators sometimes approach the C&I Committee directly with proposals for review or modification to or addition of a course, or for discussion of possible new programs, as outlined below, the normal progression follows the administrative lines described above.

New programs may also be proposed in much the same format and by the same personnel as described for program modifications and new course additions, as shown above, but with some variation. New program proposals are generally Initiated at the division level, following documentation of need via surveys and assessments throughout the area, and are submitted to the appropriate Citizens Advisory Committee (comprised of practitioners and other knowledgeable persons from the area] for review. Upon receipt of the proposal, the Dean of Instruction consults with the Resident, appropriate division chair or director, and any other appropriate persons, considering potential space, equipment, and personnel needs of the proposed program, as well as such factors as anticipated student enrollment and job opportunities for graduates. If the proposed program passes all tests, a copy is forwarded to the C&I Committee for review. The last stage of college review and approval is the Local Board, prior to forwarding to the VCCS for State Board approval. SCHEV must also approve all associate degree programs.

According to VCCS policy (5.3.0). proposals for program modifications and the addition of new courses to the schedule should be reviewed by the C&I Committee, but must receive approval of only the college administration for Implementation. New program proposals should be reviewed by the appropriate Citizens Advisory Committee and by the C&I Committee. but require the approval of the college administration and the Local Board before being forwarded to the VCCS for further consideration.

Division chairs have the primary responsibility for each of the programs within the Business, Engineering, Humanities and Social Sciences, and Natural Science and Mathematics divisions. However, in some specialized programs, such as the health technologies, the program faculty and Citizens Advisory Committees contribute to oversight and coordination of curriculum development and review.

Professional resumes and curriculum vitae are located in the personnel file of each faculty member. The SVCC College Catalog lists all full-time faculty, including position and academic qualifications (xii-xviii).

At least one full-time faculty member with appropriate credentials is assigned to each curricular area. In programs that do not have a discipline specific core, such as Education, General Studies, Liberal Arts, and Science, all faculty with teaching assignments are required to possess the appropriate credentials. One exception to this requirement is the Music major, which does not currently have a full-time faculty member. However, the College is not accepting new students into this program. The College offers selected classes within this program to allow students who plan to matriculate to four-year institutions to complete their core requirements and continue developing their music knowledge and skills. The Catalog states this limitation (72).

An example of the new program needs assessment process occurred in November 1993 when SVCC developed an assessment instrument to evaluate the needs within the health care professions of the SVCC service area. Because health care is a rapidly growing and developing industry, the College needs to ascertain the numbers of personnel needed and the specific skills/occupations required in the service area. The survey was mailed to appropriate agencies. The response was very good and indicated a need to collect even more specific data, so a second survey was developed and distributed to a wider population in a wider area of several thousand health care professionals (physicians, nurses, practitioners, rescue squad personnel, social services, etc.). Results are presently being evaluated to formulate programmatic changes and continuing education opportunities.

SVCC has demonstrated effective response to its changing environment. Continuous efforts have been effected to evaluate changing needs of the service area and allocate limited resources to be of optimal value in supporting the mission of the College.

For example, college staff recognized Computer Aided Drafting (CAD) as an emerging technology and essential skill for manufacturing operations and implemented the training in its engineering technology programs. As a result of this vision, skilled technicians, graduates of SVCC, were on hand for employment when local industry made the transformation. When Long-Airdox, a local mining equipment manufacturer, converted from mainframe Cadum to microprocessor Autocad systems, local residents with solid skills and knowledge led the transition. Other graduates **have had** the **opportunity** to lead companies into computer **aided** drafting and computer integrated manufacturing with skills they acquired at WCC.

Likewise, SVCC faculty submitted a proposal for discontinuance of the AAS Program in Mining Technology to the Mining Advisory Committee because of the compression of the coal mining industry and the decreasing opportunities for graduates of the program. The committee supported the recommendation for cessation of the program but targeted a more general program of industrial technology that would support the mining industry as well as emerging manufacturing industries of the area. SVCC administration monitors changes in requirements for programs based on career trends and guidance from local advisory committees and allocates resources according to the potential, not the immediate contribution, of each alternative. This commitment and responsiveness to service and changing needs have been significant factors in the steady growth of the College.

Unwarranted proliferation of courses is avoided by limiting the options available in the general education requirements. SCHEV regularly monitors degree programs to determine if adequate participation is present as measured against the documented needs of the program.

Faculty, department heads, division chairs, the C&I Committee, and appropriate administrative personnel are also responsible for implementing and monitoring general curriculum policy and academic programs after approval by the State Board for Community Colleges.

Transfer/Articulation Agreements

SVCC has developed numerous articulation agreements for upper division study. One college counselor has primary responsibility for assisting students in effective transfer to upper division programs at other colleges and universities. The Admissions and Records Office, under the supervision of the Dean of Student Development Services, maintains copies

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of transfer/articulation agreements between SVCC and various colleges in Virginia, Kentucky, North Carolina, Tennessee, and West Virginia, where the majority of SVCC transfer students matriculate. This office can also investigate requirements for specific programs and colleges for whom previous agreements have not been developed. Copies of articulation agreements are on file with the Dean of Student Development Services, all college counselors, division chairs, the Dean of Instruction, and the President.

The College publishes a *Transfer Handbook for Students* as a resource for those students who are considering transfer to other institutions. This *Handbook* catalogs, booklets, and transfer guides from Clinch Valley College, Radford University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University are also available in the Career Centers of Southwest Virginia, Inc. SVCC follows articulation guidelines established by SCHEV (VCCS *Policy Manual* Section 5.5.0).

SVCC is involved in ongoing assessment and evaluation of transfer activities and the programs of students who transfer to senior institutions and other community colleges. This information is available in the 1993 *SVCC Assessment Report* compiled by the SVCC Office of Planning and Development. Additional transfer data are compiled in SCHEV's 1992 Special *Assessment Swvey* and in the 1992 *Percentage of Transfer Students with Degrees* (from two-year to four-year institutions).

Review and evaluation of articulation agreements are ongoing processes with changes made by either SVCC or the senior institution as curricular changes occur. A formal evaluation of all articulation agreements is made every two years to assure equitable and efficient transfer of students.

SVCC has cooperatively developed programs with secondary schools and with a number of senior institutions, such as Old Dominion University.

SVCC is a member of the Southwest Virginia Tech Prep Consortium and is in partnership with the school systems of Buchanan, Dickenson, Russell, and Tazewell counties. A steering committee is represented by area business leaders, industrial managers, and educators. Tech Prep is an irmovative, focused educational program designed for the purpose of preparing students in grades 9-12 for the occupational and educational needs of the twenty-first century. SVCC has taken a leadership role in the consortium to help ensure that participating students are well-prepared to enter the workforce upon graduation from high school or to matriculate into programs in higher education. Under current policies, no Tech Prep students can be awarded college credit for secondary school courses. The consortium has adapted a comprehensive evaluation plan that will monitor the effectiveness of Tech Prep programs. Initial results confirm improved relationships between school divisions and the College and more coherent curriculum pathways. Dropout rates, test scores, and more quantitative measures of effectiveness will be addressed during the next year.

Southwest Virginia Community College has developed an articulation agreement with the Tazewell County Career Technology Center (TCCTC) in the diploma program for Machine Tool Technolgy. College faculty and the TCCTC machine shop program head developed competencies in machine tool operations that can lead to advanced standing for qualified students. This agreement was developed to reduce duplication of core competencies and provide a smooth transition from the Technology Center to the Community College.

As an example of programs developed with senior insititutions, ‘“Teletechnet” developed with Old Dominion University (ODU), located in eastern Virginia, was designed for individuals who cannot relocate to have access to a baccalaureate program. ODU is presently offering degree programs on the **Southwest Virginia Co-unity College** campus, for example, Criminal Justice, Business Administration/Management, Engineering Technology (Civil, Electrical, and Mechanical), Health Sciences/Health Care Management, Human Services Counseling, Nursing/RN to BSN, and Professional Communications. The network involves telecourses and interactive audio for delivery, with the SVCC site supplemented with a site coordinator, specialized laboratories, library and computer services, and academic advisement.

INSTRUCTION

Course Contents. Methods, Etc.

Southwest Virginia Community College's instructional policies and procedures are in accord with the purpose of the institution, as well as being appropriate to the specific goals of an individual course as evidenced by the requirements detailed in the course syllabus for each class. Instruction techniques are determined by the requirement to deliver the content prescribed on the course syllabus.

The *Catalog &* Student Handbook (174-240) contains a description of each course. Using this description, faculty members develop a syllabus for each class they teach. SVCC requires distribution of course syllabi for each class, which each instructor discusses with students at the beginning of the term. Course selection is made from the VCCS Curriculum Guide, which lists the general objectives of the course and provides content stability throughout the VCCS. In the syllabus each instructor must state the specific areas of emphasis, method(s) of delivery, resource material, and method and frequency of evaluation. Forty course syllabi, selected at random from the four instructional divisions during the 1993-94 academic year, yielded 100 percent compliance with this requirement. The self-study student questionnaire asked students to respond to the statement: "The methods of instruction used in the courses I took fulfilled the goals of the courses." Of the 723 on-campus students responding, 19 responded "Don't know," 6 responded "seldom," with no responses to the "Never" category. Of 252 off-campus students, 9 responded "Don't Know" and 3 answered "Seldom," with no responses to the "Never" option.

Student response to the statement, "The methods of instruction used in the courses I took fulfilled the goals of the courses," was very favorable, with only 25 of 723 on-campus students indicating "Seldom" or "Don't Know"; and 12 of 252 off-campus students responding likewise. Neither category of students selected the response text "Never." Appropriateness of methods of instruction is monitored by the SVCC policy of instructors' submitting the final examination for each course to the division chair for review.

Evaluation of Student Performance

Methods submitted by faculty as means of evaluating student performance include oral and written responses to directed questions, tests, quizzes, comprehensive examinations, lab exercises, projects, and homework assignments. On the self-study faculty questionnaire to off-campus instructors, 21 of the 31 responded that they use comprehensive examinations; with 14 evaluating progress by quizzes, and 24 monitoring understanding by using homework as a method of evaluating performance.

Student response to the statement, 'The grading procedures at SVCC reflect concern for quality by clearly indicating student performance levels" was very positive, with two on-campus and no off-campus students Indicating "Never."

Experimental **Methods**

On the self-study faculty questionnaire 36 of 63 faculty members responded that they had experimented with methods to improve instruction. Nine of the 63 responded that they did not experiment with instructional Improvement, with 18 indicating that they did not know (three left the item blank). Of the respondents, 42 indicated positively that their methods used to Improve instruction were adequately supported and critically evaluated by their division chair and themselves. Sixteen responded negatively, with two indicating that they did not know, and three failed to respond. Of the 3 1 off-campus faculty, 6 responded "Don't Know," and 4 replied "Never" or "Seldom." Of the 31 off-campus instructors, 30 Indicated that they do experiment with methods to improve their classroom instruction.

Discussion of their responses with faculty members Indicated that the skewed response resulted largely from lack of an operational definition of the "experimental method to Improve instruction." Therefore, the self-study committee assigned to evaluate SVCC's Educational Program **recommends that division chairs, directors, coordinators. and program heads work closely with instructors to define and evaluate experimental methods to improve instruction and obtain data for analysis in support of these efforts.**

Evaluation of Instructional Programs

One component of the evaluation of instruction is the annual evaluation of faculty using the form: "Evaluation of College Personnel Holding Faculty Rank." This process Involves input from students on factors Involving Instruction and course administration, as well as observations from division chairs. This procedure is detailed In the VCCS *Policy Manual* (Appendix VI to Section 3) and in the *Faculty Handbook* (Section 3.13). Results of the evaluation process and recommendations are shared through individual conferences with faculty members by their immediate supervisor. A copy is given to faculty members, and the original and copies are maintained In the employee personnel file, division chair office, and Office of the Dean of Instruction.

In addition to faculty evaluations, effectiveness of SVCC's instructional program is assessed by other methods. Health

Technology and occupational-technical programs leading to certification are monitored by student performance on the certification examinations. The institution periodically conducts a tracking study to monitor the progress of students who matriculate at other colleges and universities, In addition, the occupational-technical and health care programs receive input from program advisory committees consisting of working professionals in the areas of specialization. The SVCC Institutional Research Officer is currently updating an instrument to assess the performance of graduates in employment.

SVCC operates by way of the main campus and numerous community locations, including public schools and the Keen Mountain Correctional Center. Distance education courses are extended by way of interactive facilities linking SVCC with Grundy, Graham, Richlands, and Tazewell high schools and also by way of video courses that students may complete at home. Library and audio-visual resources are available for off-campus classes. The College has conducted formal assessments of courses to evaluate the quality of instruction for on- and off-campus courses, as evidenced in the *Assessment Report 1991-93.* Assessments have been conducted in mathematics, English, biology, accounting, and psychology. In all areas except English, evaluation consists of a common test administered by an independent person: in English classes, the assessment consists of randomly selected portfolios, evaluated by a group of English faculty.

Other efforts to improve instruction are evidenced in the *Assessment Report 1991-93* and in Section 3, "Institutional Effectiveness," of this self-study report.

Comparable Quality in Non-traditional Delivery Systems

SVCC does not offer courses required for program completion in a concentrated or non-traditional format. Distance Education (electronic classroom) courses utilize the same format as traditional courses. In video courses students have the advantage of "replay" for reflection and analysis of the subject matter.

SVCC developed an extensive method of appraising the effectiveness of distance education and video courses before the initial offerings were extended. The evaluation measures student response to the specific course and provides baseline data to compare with the same courses taught in the regular classroom environment. Evaluations of video courses and traditional lecture courses reveal a strong correlation in favor of the video courses, with all students evaluated by the same instrument. Documentation of these evaluations is on file with the Coordinator of Audio-Visual and Distance Education Services.

Learning **Environment**

The results from both on- and off-campus student surveys strongly supported the desire of SVCC to provide and support an environment for scholarly and creative achievement. Activities and organizations in this effort include the Dean's List for academic achievement, SVCC Honors Program, scholarships, Library (Learning Resources Area), Art Studio, Phi Theta Kappa, Phi Beta Lambda, discipline and special interest clubs, SVCC Community Players, and other staff-student organizations.

College **Control over Clinical Programs**

Clinical assignments and internships are arranged with local agencies and organizations to meet the requirements of the appropriate certifying agencies and the College. The duties and learning experiences for SVCC students are structured, with College faculty monitoring the activities and evaluating student progress. These agreements are made to support the learning experiences of the students and to minimize the liabilities incurred by the College and site facilitating organization. Student learning experiences are under the ultimate control and on-site supervision of SVCC faculty.

Relationship of Course Content to Practice in Specialized Programs

For all programs designed to prepare students for a specialized profession or occupation, the College maintains an effective relationship between curricular content and current practices in the field of specialization. The effort is supported by several interactive processes. Faculty are encouraged to maintain active membership in professional organizations in their areas of specialization. Professional standards are reviewed periodically and compared to existing curriculum structure. Advisory committees, consisting of working professionals, provide input to required changes and trends, as well as feedback on graduates. Changes to certification standards are maintained and, often, audited by the certifying agency. Requirements for clinical studies and internships are compared to current practices at the facility as an ongoing method of evaluation.

ACADEMIC ADVISING

The College has a comprehensive program of student advisement. An evaluation of Academic Advising is presented in Section 5.4 of this self-study document.

COLLEGE PUBLICATIONS

Southwest Virginia Community College does not have a major publishing center but does have a College Publications coordinator who supervises marketing/media materials, and the College produces an annual Catalog & **Student** *Handbook*. Additional information on publications can be found in Section 6.1.

CONCLUSION

The educational program at SVCC reflects the pride the institution has taken in meeting the needs of the student body. Admission practices comply with the requirements of the VCCS and SACS. Completion requirements are clearly stated and practiced. Particular strengths have been in the areas of curriculum and instruction. primarily because the College has a strong commitment to providing a solid core of programs and continual improvement of delivery. The educational program system at SVCC is effective and can have tremendous leverage for increased effectiveness with a small amount of integration and smoothing.

The committee's final analysis was that the College takes its responsibility seriously and, in many cases, exceeds the requirements for compliance with SACS Criteria.

EDUCATIONAL PROGRAM: INSTRUCTIONAL. PROGRAM

Recommendations. Suggestions, and Proposals

- **The** committee **recommends** that the College establish procedures for the evaluation of competency in oral communication and computer use for students graduating from associate degree programs.

- The committee **recommends** that division chairs, directors, coordinators, and program heads work closely with instructors to define and evaluate experimental methods to improve instruction and obtain data for analysis in support of these efforts.

COMMITTEE

Peggy Barber Chair	Assistant Professor. Mine Health and Safety
Thomas McKnight Writer	Professor. English and Child Care
Janice Bowling Recorder	Secretary, Mine Health and Safety
Tom Cash	Assistant Professor. Coordinator. Audio-Visual and Distance Education Services
John Curran Retired	Associate Professor. Center for Economic Development, Director
Connie Davis	Assistant Professor. Continuing Education, Allied Health Program Developer
Jim Farris	Assistant Professor, Counselor
Frank Horton	Associate Professor, Director of Continuing Education
Ron Proffitt Liaison	Assistant Professor, Radiologic Technology
Pat Salyers	Instructor. Counselor, Student Development Services Tutorial Coordinator
Roger Stallard	Buildings and Grounds Supervisor
Sandy Walther	Fiscal Assistant. Business Office
David Witt	Instructor, Welding
Bill Wright Retired	Assistant Professor, Welding

INTRODUCTION

The main purpose of the self-study committee assigned to evaluate Continuing Education, Outreach, and Service Programs at Southwest Virginia Community College (SVCC) was to research and analyze the functions, funding services, administration, and range of offerings sponsored by the Division of Continuing Education and Community Services (CECS). The committee also assessed three additional areas: evening and off-campus classes, Center for Economic Development, and other service relationships.

The major sources of research included "Annual Report for Continuing Education and Community Services" (1992-93), SVCC *Handbook of Continuing Education and Community Services, The Continuing Education Unit: Criteria and Guidelines* (1990), The Virginia Community College System (VCCS) *Policy Manual,* SVCC *Faculty Handbook,* and persona) interviews with administrative personnel and staff in the areas studied.

CONTINUING EDUCATION AND COMMUNITY SERVICE

The following purpose statement of Southwest Virginia Community College is the guiding principle for the mission of the Division of Continuing Education and Community Services:

> SVCC is dedicated to the belief that each person should be given a continuing opportunity for the development and extension of skill and knowledge to increase an awareness of the individual's role and responsibility in society. The College is devoted to serve the educational needs of its community, and assumes a responsibility to help provide the requirements for trained manpower in its region through a cooperative effort with local industry, business, professions, and government. (SVCC Catalog & *Student Handbook,* 1994-95, 1)

The Division of Continuing Education and Community Service provides ongoing extension education, training, professional development, and public and community service for a diverse population. The services of this division include credit offerings on campus and at various off-campus locations, non-credit classes, workshops, and seminars focusing on a wide range of subjects. Each semester hundreds of area citizens benefit from numerous activities including business and industry training, seminars for advanced job skills, sophisticated management training programs, cultural events, assessment, and career exploration, to name a few. These services assure that all citizens of the "community" have a continuing opportunity for the furtherance of knowledge and extension of skills.

The basic mission of the CECS Division is "to provide extended educational services to all who can benefit throughout the service region. This is accomplished through a comprehensive program of credit and non-credit classes as well as other events and activities" *(Handbook: Continuing Education and Community Services,* Section 1- 1). CECS offers workshops, seminars, and classes for enrichment, skill development, and extension to clients ranging from school-age students to public school teachers, secretaries, Allied Health personnel, industry laborers, business executives, and senior citizens.

Enrichment activities for elementary school children take the form of summer day camps in the areas of art, arts and crafts, and computers. Public school teachers routinely take courses that meet the requirements for updating teaching certificates. The CECS Division co-sponsors with the American Coal Foundation, Consolidation Coal Company, and Pittston Coal Company a three-day "Coal in the Classroom Workshop" whereby selected teachers from throughout the service region attend an intensive workshop on coal issues and awareness. In addition, many local teachers take advantage of the "Aerospace Institute for Teachers," which has been held each summer since 199 1.

CECS sponsors an annual professional development workshop to address the particular needs of secretaries from both SVCC and business and industry throughout the service region. Allied Health personnel may obtain specialized certifications necessary for their work without leaving southwest Virginia. Industry laborers, such as coal miners, routinely attend various mandatory and certification classes that state and federal regulatory agencies require for maintaining necessary certifications. In 1992 CECS also sponsored a workshop for visiting Russian coal miners to give them an orientation to the work environment and to showcase the various technologies of coal mining found in southwest Virginia.

Business executives have taken advantage of the College's American Management Association program to enhance their managerial skills. CECS provides senior citizens a wide variety of programs and courses in partnership with the Appalachian Agency for Senior Citizens (AASC). AASC was located on the SVCC campus for many years before leasing a building from the SVCC Educational Foundation located directly across the highway from SVCC. Also, CECS has taken the lead in the establishment of a Pre-employment Training Center for dislocated workers in the region. From its inception in July 1994 to October 1994, the Center served 75 dislocated workers, either by placing them in classroom training programs or in on-the-job training programs with local industries. SVCC's President and a number of faculty serve on the executive board for this project.

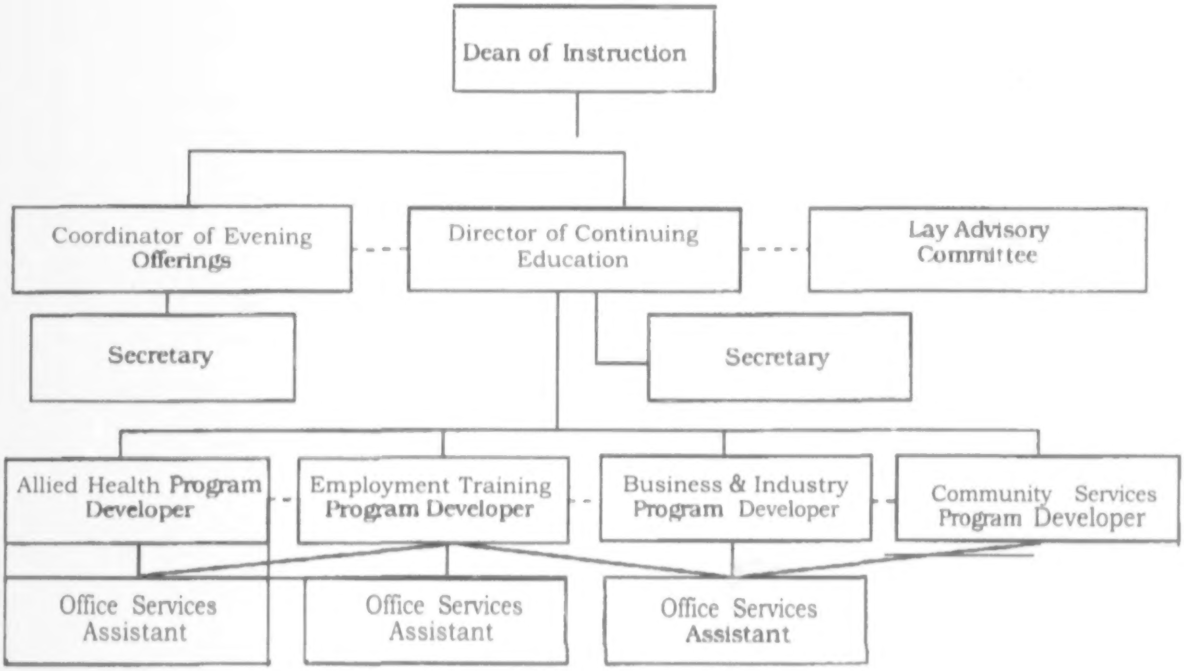
The results of these classes and many others not mentioned are not only personally satisfying and enriching but clearly relate to the overall mission of the College, which is to provide the region with a well trained, educated work force that is qualified and eager to meet the problems of the real world.

Administrative Structure

The Continuing Education and Community Services Division is composed of nine members: a director, four program developers, one secretary, and three office service assistants. CECS is organized, staffed, and operated with the theme of comprehensive services in mind. To teach credit and non-credit classes, the Office of CECS utilizes both full- and part-time faculty. As can be seen from Chart 4.6.01, the CECS Division is appropriately organized and staffed to enhance the overall mission of the College as well as the objectives of the division.

All four program developers are classified as twelve-month teaching faculty. They receive sick leave, annual leave, salary increases, and merit pay in the same manner as all other teaching faculty and are afforded the same opportunities for professional development as other teaching faculty. Specifically, one program developer has completed the requirements for her doctoral degree and was awarded a Virginia Chancellor's Fellowship that included a year-long sabbatical in 1992-93. In addition, the director and three other program developers hold a minimum of a master's degree. The following descriptions of the program developers give an overview of how the division functions in carrying out its comprehensive mission.

Chart 4.6.01


Dean of Instruction
Coordinator of Evening Offerings
Director of Continuing Education
Lay Advisory Committee
Secretary
Secretary
Allied Health Program Developer
Employment Training Program Developer
Business & Industry Program Developer
Community Services Program Developer
Office Services Assistant
Office Services Assistant
Office Services Assistant

Allied Health Program Developer

The primary role of the Program Developer for Allied Health is to coordinate Continuing Education Programs and services for allied health personnel. The Allied Health Program Developer anticipates and responds to the needs of allied health professionals in SVCC's service region. A good example is the relatively new nurse's assistant requirement. Recent legislation requires that nursing assistants working in home health and long-term-care facilities be certified by the Virginia State Board of Nursing. From the inception of this requirement in 1990 through the summer of 1994, CECS coordinated training classes for 953 nursing assistants (CECS Annual Reports, 1991-94). The Nursing Assistant Program uses a faculty of nine registered nurses and two licensed practical nurses to teach at seven locations. In 1993, the Nursing Assistants Program

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successfully completed a state audit and received certification to continue.

Another example is the recent Drug Control Act which mandates that physicians' authorized agents receive training in curriculum approved by the State Board of Nursing. This training is designed to prepare authorized agents to perform their duties and responsibilities effectively, teaching the agent the proper administration of medications. The agents work at facilities licensed by the Department of Mental Health, Mental Retardation, and Substance Abuse Services; the Department of Social Services: and the Department of Youth and Family Services.

The Allied Health Program Developer is not only involved in program development and in instructing and supervising nursing assistant programs, but also assists with the implementation of grants and contracts, such as Continuing Education for Health Care Professionals, Drug Elimination Technical Assistance, and the Association of Concerned Tenants.

Employment Training Program Developer

The Employment Training Program Developer is responsible for individual and group assessment activities as requested through various agencies within the service area, including Job Training Partnership Act (JTPA), Appalachian Agency for Senior Citizens, and county Departments of Social Services. In addition, this program developer coordinates the Food Stamp Employment Training Program (FSET) to clients who receive assistance through the Tazewell County Department of Social Services. The Division of CECS administers the FSET program under a letter of agreement with Tazewell County Department of Social Services. Eligible clients having completed job search activities enter testing and assessment activities and complete plans of participation varying from short-term training options to one-year certificate programs of study.

Community Services Program Developer

The Community Services Program Developer serves as liaison with community leaders for recommending needed programs and courses. In addition to working closely with the Business and Industry Program Developer, this program developer is also instrumental in obtaining and implementing the Work and Family Institute grant, which was first awarded to the College in 1988. Its purpose is to help both employers and employees balance such demands as time management, wellness, child care, parenting, and stress management. Another contract, Integrating Lifestyles Management, is one of three awarded to SVCC by the Southwest Virginia Public Education Consortium in an effort to provide public education teachers the opportunity to attend tuition-free classes in their curriculum for re-certification.

Examples of types of courses taught by the Community Services Program Developer include goal setting, fitness, CPR, first aid, nutrition, communication skills, lifestyle management, stress management, and motivational courses.

Business and Industry Program Developer

The Program Developer for Business and Industry focuses on the various training needs of local business and industry. The Director of CECS regularly meets and consults with the regional economic development organizations in Planning District II to ascertain from community, business, and industry the needs in order to design classes and workshops specifically to help provide the requirements for a trained work force at all levels. When specific needs are identified, the Business and Industry Program Developer is then responsible for the curriculum development, customizing, coordination, supervising and/or teaching of the classes, workshops, and seminars needed throughout the business community. CECS staff have developed partnerships with local business and industry professionals, as evidenced by the fact that in 1992-93 over 50 different businesses and agencies throughout the service region participated in classes/workshops/seminars offered through the CECS Division.

The Business and Industry Program Developer combines efforts with other members of the Continuing Education team to develop new curricula to meet the economic needs of the changing community. For example, the Hospitality Management curriculum, which provides training in tourism, will lead Co potential employment opportunity in the future for this region. Examples of courses/workshops taught by the Business and Industry Program Developer include team building, personality assessment, lifestyle management, stress management, fitness, nutrition, communication skills, and motivation courses.

Adjunct Faculty

The director ensures that the CECS Division meets the established institutional policies and procedures for credit courses within the College's regular instructional program by hiring qualified adjunct instructors in accordance with VCCS and institutional policy. All applicants must complete appropriate state applications and forms for personnel files. Together, the appropriate division chair and Director of Continuing Education select adjunct faculty, who must meet the same qualifications as full-lime faculty teaching the same credit courses. Also, to give the adjunct faculty connections to the full-time faculty and to ensure thorough understanding of the College's expectations, just before each fall term begins, the College holds an orientation workshop for adjunct faculty.

The Director of Continuing Education selects faculty for non-credit courses based on their expertise and presentation of credentials. Just as adjunct faculty who teach credit courses must do, these faculty must complete the application process. The director is responsible for their orientation and supervision. The CECS *Handbook* (Section 2.9) provides information and conveys policies and procedures that must be followed.

Classes

Credit

The CECS Division offers credit classes that will be covered later in this chapter in the section entitled "Evening programs: On and Off Campus."

Non-Credit

The CECS Division administers a comprehensive program of non-credit classes and activities on the SVCC campus and throughout the service region. These non-credit offerings are normally structured to serve the specific educational needs of clientele, are short-term, and are offered in a variety of delivery modes and at various locations. 'The following distinction is made between non-credit continuing education activities and community service activities: Non-credit activities for which C.E.U. credit is awarded are considered to be continuing education: non-credit activities for which no C.E.U. credit is awarded are considered to be community service" (VCCS *Policy Manual* Section 5.0.1.0).

The non-credit offerings through the CECS Division are a mixture of community service and C.E.U.-awarding activities. In awarding the C.E.U., the College follows the national guidelines as outlined in The Continuing Education Unit: ***Criteria*** and Guidelines and in the VCCS Policy *Manual.*

SVCC awards the C.E.U. as a unit of measure to recognize an individual's participation in non-credit activities that meet appropriate criteria. Courses awarding C.E.U.'s are planned in response to an assessment of educational needs for a specific target population. After pre-planning with the target group and instructional personnel, a rationale statement and objectives for the course are formulated. The course content is developed and organized in a sequential manner, after which the course is approved by an academic or administrative unit of the institution, usually the Director of Continuing Education.

The CECS Division follows the national guidelines for recording C.E.U.'s. As required by Standard Nine of The Continuing Education *Unit: Criteria and Guidelines,* one C.E.U. is awarded for each ten contact hours of participation in an "organized continuing education experience, under responsible sponsorship, capable direction, and qualified instruction" (VCCS Policy Manual, Section 5.0.1.0.0). All C.E.U. information and records are recorded and stored in the CECS Division. The Continuing Education Division responds to all requests for transcripts of C.E.U. courses, records of which remain with the CECS Division for a minimum of 20 years. These records contain the following information:

a. Student information. such as the name of the student, social security number, title of the course, starting and ending dates for each course, and the number of C.E.U.'s awarded.

b. Activity information, such as the title and description of the activity, starting and ending dates, format of the activity, name(s) of the instructors, any cooperating sponsors, associations, or companies, activity classification, roster of participants, and the number of C.E.U.'s to be awarded. (VCCS *Policy Manual,* Section 5.0.1.0.2)

This information is required as a part of each course outline that is submitted prior to the beginning of a course. Reports for CECS programs are filed semi-annually with the VCCS Office and as requested by other agencies.

Physical and Financial Resources

Administrative offices for the Division of CECS are located in Buchanan Hall in facilities that are convenient and functional. Rooms are readily available for on-campus activities, and off-campus sites are adequate.

Courses offered as credit follow the same tuition charge as other classes offered at the institution. The tuition and fees for non-credit classes must be sufficient for the classes to be self-supporting in the aggregate and are established to provide funds to pay the direct cost plus an additional SO percent to defray general overhead costs. The VCCS encourages colleges to operate the non-credit program as a "Profit Center" for the institution. Profits from non-credit programs may be utilized by a college as deemed appropriate or necessary and may be carried over from one fiscal year to another. While there is no uniform tuition for various non-credit classes, a comprehensive fee of 50 cents per student per class is required in addition to the tuition for the purpose of supporting parking and student activities. Factors used in establishing the tuition for each class include length of class, type of class, class enrollment, and instruction cost compared to the fixed cost. All funds for the CECS Division are received and disbursed through the State Treasury.

As shown in Table 4.6.01, the College's Maintenance and Operation Budget, which is made up of personnel costs and other objects of expenditure (OTPS), provides the major funding for operation of the CECS Division. Special grants and contracts provide additional financial resources, which enable the institution to go well beyond basic CECS offerings.

Table 4.6.01
Southwest Virginia Community College
Continuing Education& Community Services Division Expenditures

MIS CODE Dept. Name	405 Continuing Ed Instruction Non-CEU	462 Administration Continuing Education	119 Instruction Vocational	146 Instruction Assistants	170 Hotel-Rest Institutional Management	247 Dietetics	339 FSET	355 Public Service	Total
1988-89									
Personal Services	12.047.44	86,953.36	0.00	117,908.86	10.025.04	78,557.22	0.00	39,622.n	345,114.63
OTPS	6.436.99	3,027.51	0.00	0.00	0.00	9,173.27	0.00	0.00	18,637.77
Total	18,484.43	89,980.87	0.0	117,908.86	10.025.04	87,730.49	0.0	39,622.n	363,752.40
1989-90									
Personal Services	14.373.06	88,405.56	0.00	105.939.85	24.631.10	76.306.65	0.00	43,501.38	353.157.60
	3,447.32	4,784.15	000	3,210.00	0.00	3,421.65	0.00	0.00	14,863.12
Total	17,820.38	93,189.71	0.0	109,149.85	24,631.10	79.728.30	0.0	43,501.38	368,020.72
1990-91									
Personal Services	18,284.95	92.747.34	0.00	55,916.57	25,070.81	94.819.27	0.00	45.519.47	332.358.41
OTPS	3,370.84	2,768.81	0.00	500.11	0.00	4,373.75	0.00	0.00	11,013.51
Total	21,655.79	95,516.15	0.0	56,416.68	25.070.81	4,468.839	0.0	45,519.47	343,371.92
1991-92									
Personal Services	14,960.93	93,017.66	0.00	60,398.46	52,497.94	52872.01	19,725.92	45.805.78	339,278.70
OTPS	10,514.91	3,775.03	0.00	0.00	0.00	3.585.67	6.073.92	0.00	23,949.53
Total	25,475.84	96.792.69	0.0	60.398.46	52,497.94	56.457.68	25,799.84	45,805.78	363,228.23
1992-93									
Personal Services	16.006.07	94,749.46	1.018.72	35.626.95	48.523.64	27.415.20	37.624.23	44.752.60	305.716.87
OTPS	10.805.27	3,819.73	0.00	0.00	0.00	'840.10	'712.26	0.00	16,177.36
Total	26,811.34	98,569.19	1,018.72	35,626.95	48.523.64	28,255.30	38.336.49	44,752.60	321,894.23
1993-94									
Personal Services	12.171.45	93.773.38	1,653.50	38,073.03	49.809.71	98,849.80	37.791.33	48,992.89	381,115.09
OTPS	8,353.42	10.873.07	0.00	0.00	0.00	1,795.15	0.00	0.00	21,021.64
Total	20,524.87	104,646.45	1,653.50	38,073.03	49,809.71	100.644.95	37,791.33	48,992.89	402,136.73

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Most states use a system for computing contact hours and equating the number of contact hours to an FTE (Full Time Equivalency) to obtain funding from the state for CECS non-credit classes. Since Virginia does not employ such a system, the self-study committee evaluating Continuing Education, Outreach, and Service Programs at SVCC **proposes that SVCC encourage the Virginia Community College System to explore with state funding agencies the possibility of funding non-credit course offerings.**

Program Evaluation

The CECS Division regularly evaluates credit and non-credit offerings. Continuing Education personnel frequently compare the purpose and goals of the institution with the learning objectives of classes. Instructors routinely assess student learning, and students complete evaluations of instructors in both credit and non-credit classes. Credit courses offered through CECS use the same evaluation form as other credit classes. Non-credit classes use a different form. CECS personnel regularly use evaluation results to determine which courses should be included on institutional schedules and how courses can be improved for the future.

A specific example of program evaluation can be shown with the College's American Management Association (AMA) classes. Course syllabi indicate the evaluation process, and a pre-test is given. At the end of the classes students complete an evaluation and take a post-test. Additionally, the program planner talks with the instructor about ways to improve the offering. During these discussions, program outcomes are compared with program objectives. Program planners and the director meet and discuss offerings, including frequency, cost, target group, and institutional appropriateness. Changes that have occurred as a result of program evaluation for the American Management Association classes have included the following: limiting course offerings to alternate semesters, eliminating summer offerings due to diversity of vacation schedules, adjusting cost to meet area economy, and selecting instructors based not only upon their topic knowledge but on their industrial experience as well. Evaluations have indicated that this experience is essential for developing program credibility. Results have been discussed internally and externally with the AMA advisory committee at SVCC to explore new offerings, eliminate ineffective programs, expand current programs, improve instructor effectiveness, explore ways to make classes more cost effective, examine course offerings in relation to the mission of the College, and serve the needs of the community.

A second example of using program evaluations for instructional Improvement has occurred in the Certified Nursing Assistant (CNA) Program. Both the State Board of Nursing and SVCC set the standards for evaluation, which have led to the identification of the following:

- A health care Program Developer in CECS.
- Increased emphasis on the pass rate of the CNA state examination.
- Development of a career study program to expand offerings for participants.
- Provision of staff training and coordination of CNA instructors.

Another evaluation process involves Continuing Education and Community Services directors from all community colleges who meet periodically as a group to discuss common problems, such as the evaluation of programs. CECS directors rely on each other for many program improvement ideas that have been piloted throughout the region.

Independent program developers have evaluated grants and contracts within the CECS Division. Such monitoring has occurred in the Food Stamp Employment Training Program and the Cumberland Plateau Housing Authority. As a result of outside monitoring, courses have been eliminated, expanded, and revised accordingly.

EVENING PROGRAMS: ON-CAMPUS AND OFF-CAMPUS

Because the large service area, mountainous roads, and lengthy travel time make attendance a difficulty for many students, evening on-campus and off-campus classes have been an integral part of the overall instructional program since the College was opened in 1968. These evening classes, wherever they are held, are designed to meet the educational needs of working adults and other individuals who are **unable to attend day on-campus classes.**

The development and management of all evening and off-campus classes fall under the overall leadership of the Dean of Instruction. The Director of Continuing Education and the Evening Coordinator, who both report directly to the Dean, share in the planning and administration of these evening on-campus and off-campus programs and classes. The VCCS Policy Manual (Section 1.2) and the SVCC *Handbook* **of** *Continuing Education and Community Services* (Section 2.0) specify that credit classes offered through continuing education are considered a regular part of the College's credit instructional program and may be offered on the main campus or at locations throughout the service region.

Currently, the Director of Continuing Education, in cooperation with the appropriate academic division chair and the Evening Coordinator, is responsible for the operation of classes at the following off-campus locations: Castlewood, Haysi, Lebanon, Tazewell, and Falls Mills. Classes offered at these locations are scheduled in conjunction with the respective division head, who assists with the employment, assignment, supervision, and evaluation of faculty, as well as provide appropriate course syllabi and instructional materials and textbooks. The academic division chair is ultimately responsible for faculty assigned to classes in his or her division wherever they are taught.

The Evening Coordinator functions much like the Director of Continuing Education for on-campus evening classes and off-campus classes located in the areas of Grundy, Garden, Council, Whitewood, and Keen Mountain Correctional Center. The Evening Coordinator's major responsibilities include:

- Coordinate on-campus evening registrations in cooperation with the admissions and financial aid office.
- Coordinate off-campus evening registrations for designated locations.
- Assist students taking evening classes in the counseling and advisement process.
- For on-campus and other designated locations, develop, promote, evaluate and coordinate a comprehensive program of evening classes.
- In cooperation with academic division chairs, coordinate the employment and orientation of faculty for designated locations including procurement of textbooks and materials, LRC services, and other needed items.

In addition to the assistance provided by full-time counselors and Student Development Services staff members for evening and off-campus students, both the Evening Coordinator and the Director of Continuing Education utilize part-time site coordinators and clerical staff who assist with the advisement and registration process, issue books and materials, administer class evaluations, and provide other required services.

While the Evening Coordinator and Director of Continuing Education participate in the offering of numerous programs and classes, they do not administer any "free standing" degree program. Therefore, the College operates in compliance with SACS Criteria and has not been required to inform the Executive Director of the Commission of such plans. It should be noted that historically a number of certificates and degree programs have grown from classes originating initially through the Division of Continuing Education and Community Services.

CENTER FOR ECONOMIC DEVELOPMENT

In 1988, in an effort to stimulate economic growth and create job opportunities throughout the service region, the College started the Center for Economic Development (CED). In addition to the Center for Economic Development, members of the SVCC faculty and staff are active participants in regional economic development efforts thereby increasing the economy and job opportunities for are citizens.

Mission and Purpose

The Center for Economic Development provides or links entrepreneurs and businesses in the designated service areas with information and expertise. The goal is to help managers become more successful in avoiding business problems and more competent to compete effectively in their chosen markets.

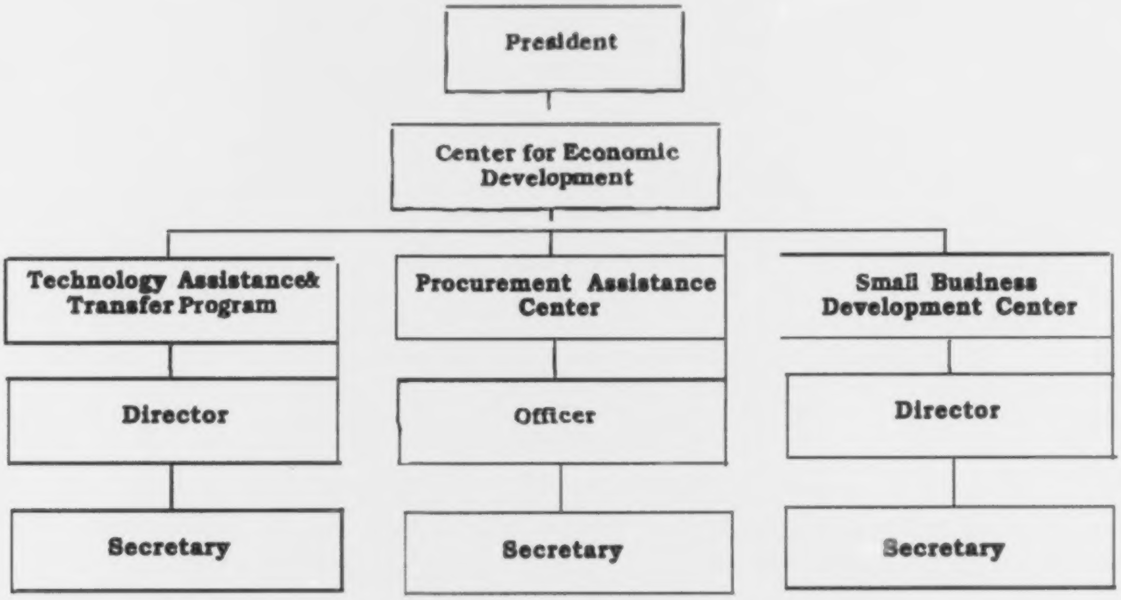
The CED is a "one stop shopping center" for those needing business, technology, or government contracting help. This effort is aided by GED's ties with worldwide sources of information through the Virginia Tech Information Center (VTIC), the Defense Logistics Agency (DLA), the Virginia Department of Economic Development (VDED), and the US Small Business Administration (SBA). These sources, coupled with the high level of expertise of CED personnel, make it possible to deal with systems management and other issues not ordinarily available at no cost to area businesses and industries.

CED service is provided through the mechanism of three programs: the Technology Assistance and Transfer Program (TATP), the Procurement Assistance Center (PAC], and the Small Business Development Center (SDDC). CED typically serves more than 400 clients (persons or businesses) per year.

Organization

The organization of the Center for Economic Development for the 1993-94 year is shown in the chart below. Although staffing for the center is expected to remain basically the same, due to funding changes, some realigmnent may take place in the future. It should be noted that, although the CED operates as a separate unit, excellent relationships and channels for communication exist between the CED staff and other divisions of the College.

Chart 4.6.02


President
Center for Economic Development
Technology Assistance& Transfer Program
Procurement Assistance Center
Small Business Development Center
Director
Officer
Director
Secretary
Secretary
Secretary

Funding

Funding for the Center is derived from special grants and contracts with several agencies. Budgets are provided in Table 4.6.02 showing funding for the past three years.

Table 4.6.02

Technology Assistance and Transfer Program (TATP)			**Procurement Assistance center** (PAC)			**Small Business** Development Center (SBDC)		
FY-92-93	FY-93-94	FY-94-95	CY **1993**	**CY 1994**	CY **1995**	CY **1993**	**CY 1994**	CY **1995**
$101,917	$104,721	$52,961	**$145,115**	**$160,200**	**$181.911**	**$88.000**	**$88.000**	$88,00

It should be noted that for the 1994-95 year reduced funding levels occurred in the Technology Assistance and Transfer Program. College administration is making every effort to have these funds restored. A brief summary of each of the elements comprising the Center follows.

Technology Assistance and Transfer Program

The Technology Assistance and Transfer Program is a partnership between the Virginia Center for Innovative Technology (CIT) and the Virginia Community College System. The TATP advances Virginia's economic growth and technology leadership by providing Virginia businesses with access to new technologies and technical and educational resources. Ten directors located at community colleges throughout the Commonwealth offer direct, confidential assistance to help companies use scientific and technological (federal and state) research to improve their performance and increase their competitive ability.

The TATP is linked, through CIT. with five universities in Virginia having Industry-supported specialties in such fields as fiber optics: power electronics: coal and mineral benefication; advanced ceramics; composites; semi-custom integrated circuits: wireless communications: bioprocess product development; drug design, delivery, and clinical applications; excellence in command, communications, control and intelligence: electrochemical science and applications; and magnetic bearings. In addition, there are direct linkages with 9 other community colleges which are also providing TATP services in their service areas.

At SVCC, TATP provides direct assistance to 30-50 industrial clients and 50-70 community organizations or initiatives per year. Services range from provision of information on pertinent topics, such as patents, to in-depth assessment of operations and recommendations for modifications. Clients respond with estimates of value of the service and its economic impact with' rates of about 25 percent. Additionally, TATP sponsors or conducts conferences, seminars, and teleconferences on selected technology issues, a listing of which is available for the visiting committee in the Office of Planning and Development.

Procurement Assistance Center

The Procurement Assistance Center is sponsored by the US Defense Logistics Agency and is organized to generate employment and improve the local economy by assisting business firms in obtaining federal, state, and local government contracts. Southwest Virginia Community College's PAC is one of only three such centers in the Commonwealth and the only one located at a community college.

The PAC assists local companies wishing to access foreign trade opportunities, receive state bid announcements, and participate in computer based, on-line, bid-matching services. Also maintained is an administrative library. which includes federal regulations and the ***Federal Register.*** Additionally, PAC provides business and industry representatives assistance on pre- and post-contract award procedures. PAC sponsors or conducts seminars, conferences, and teleconferences on a variety of business and procurement related topics at sites throughout the twenty county service area of southwestern Virginia, west of Roanoke.

The PAC provides in-depth counseling to some 200 businesses per year, many of them owned by women and minorities. The measure of success for the project is contract awards. Last calendar year there were 36 contract awards for a total of $10,078,783 to businesses served by the Center.

Small Business Development Center

The Small Business Development Center (SBDC) is partnered with the US Small Business Administration and the Virginia Department of Economic Development and is one of 23 located in Virginia. The SBDC's purpose is to make elements of business management, such as counseling information, technical assistance, and operations training, more accessible to small businesses.

Services provided by the SBDC include business planning and specialized training. The SBDC director assists companies with marketing techniques and suggests ways to package business loans. Throughout the year SBDC sponsors or conducts seminars, conferences, and teleconferences on a variety of business related topics.

Measures of success are numbers of clients served; jobs created, saved, or stabilized: capital investment made; and increases in sales. During the past calendar year the SBDC served about 180 clients. It is estimated that over 40 jobs were created, and more than 15 jobs saved or stabilized. Approximately $900,000 in capital investments were made through the efforts of the SBDC, and sales in the service area increased by over $250,000.

OTHER SERVICE RELATIONSHIPS

A sampling of SVCC's many other special service relationships includes:

- Southwest Virginia Law Enforcement Academy
- Appalachian Agency for Senior Citizens
- Clinch Valley Community Action Head Start
- Cumberland Mountain Community Services

Southwest Virginia Law Enforcement Academy

The Southwest Virginia Law Enforcement Academy located on the college campus was established in 1972 for the purpose of providing education and training for all of the law enforcement agencies in Southwest Virginia. The academy is approved by the Department of Criminal Justice Services in Richmond to offer basic, specialty, and in-service training for law enforcement officers. It is totally separate from the Criminal Justice Program SVCC offers. In the fall of 1994 the academy opened to civilians who would like to pursue law enforcement certifications.

Appalachian Agency for Senior Citizens

Appalachian Agency for Senior Citizens (AASC), a private, non-profit organization funded by federal, state, and local sources, coordinates two employment training programs with the College and frequently uses the instructional staff, facilities, and services of the College. Both the College and the Appalachian Agency for Senior Citizens benefit from this special relationship. At one time the AASC was located on the college campus, but due to its growth the agency moved across from the College into a leased building owned by the College Foundation.

Clinch Valley Community Action Head Start

The CECS Division served as the liaison in securing a Head Start facility on the campus of SVCC. The Division worked with the College's classified staff organization and the financial supporter of this facility, Clinch Valley Community Action, to make this Child Care Center a reality. The College's connection with this facility is to provide the land. The building exceeds local and federal codes for size and safety. The 28 x 76-foot, $80,000 mobile unit has two classrooms, a kitchen. and two baths. At full capacity the building houses 50 children between the ages of three and six. The staff consists of two teachers and two aides. The facility is limited to children who qualify financially for Head Start. Future plans include expansion of the program to provide services for children of SVCC students, faculty, and classified staff. The facility, which opened in September 1994, is located below the Buchanan Hall parking lot close to the maintenance building.

Cumberland Mountain Community Services

The College has two special agreement contracts with Cumberland Mountain Community Services (CMCS). The first is an agreement to provide counseling services to the employees of SVCC at a charge not to exceed what the employee's health care provider will cover. Another program under the auspices of Cumberland Mountain Community Services is the Sheltered Workshop, which provides work activities for area citizens who are mentally, physically, and/or emotionally impaired. The College has a special agreement with the Sheltered Workshop for them to provide personnel four days a week during the months of April through October to mow all areas designated by SVCC grounds men, weed-eat, sweep sidewalks, and clear trash and debris from grounds and parking areas. CMCS provides all tools and equipment necessary to complete these tasks and complies with all prescribed safety practices while on SVCC premises.

CONCLUSION

The self-study committee evaluating Continuing Education, Outreach, and Service Programs finds that the CECS Division at SVCC exceeds the requirements set forth by SACS. CECS programs clearly relate to the purpose of the College as they provide comprehensive credit and non-credit classes, workshops, and seminars that offer lifelong learning opportunities for the citizens of the four-county service area. The CECS Division follows national guidelines for recording C.E.U.'s and regularly evaluates both credit and non-credit classes.

The CECS Division demonstrates that it possesses the necessary resources and services to support its programs. A major strength of the Division is a staff that couples flexibility and versatility with knowledge and skills. These faculty members pursue professional development, engage in course and curriculum development, serve on SVCC committees, and participate in state and regional committees. They enjoy the same consideration in matters of salary, promotion, professional security, and other benefits as faculty who teach in other divisions of the College.

The areas of Evening On- and Off-campus Classes and the Center for Economic Development function appropriately with respect to their mission and stated goals and objectives. In addition, the College has established numerous service relationships with outside agencies that have proved and are continuing to prove to be quite beneficial to the community.

EDUCATIONAL PROGRAM: CONTINUING EDUCATION/OUTREACH

Recommendations, Suggestions, and Proposals

- The self-study committee **proposes** that SVCC encourage the Virginia Community College System to explore with state funding agencies the possibility of funding non-credit course offerings.

M. J. Thornhill Chair	Associate Professor, Mathematics
Brady Surles writer	Associate Professor, History and Government
Tom Coughlan	Laboratory Mechanic B. AV&DES
Mike Goins	Assistant Instructor, Talent Search Advisor
Warren Harris	Professor, English
Tom Hopkins	Assistant Professor, Electronics/Electricity
Elaine Jennelle	Library Assistant
Lorrian Kilgore Recorder Resigned	Executive Secretary, Office of Economic Development
Tony Lotito	Professor, Coordinator of Evening Offerings
Jane Patsel	Associate Professor, Office Systems Technology
Sherri Ratliff	Assistant Professor. CE Program Developer
Teresa Richardson	Office Services Specialist, Dean of Instruction's Office
Sandy Stephenson Liaison	Associate Professor, Data Processing
Betsy Summerfield	Human Resources Officer

INTRODUCTION

Two self-study committees evaluated Section 4.8 of SACS Criteria on Faculty. This committee studied the areas: Selection Preparation, Part-time Faculty Matters, and Compensation. The committee's first objective was to determine whether Southwest Virginia Community College (SVCC) has hired qualified faculty members for both full- and part-time positions. The second was to investigate the salary and benefit package to see that it is conducive to retaining current faculty members and hiring new faculty.

To accomplish these objectives, the committee met with the Dean of Instruction and the various division chairs to discuss hiring practices. The committee had as a member the Human Resources Officer for the College, who provided detailed descriptions of the hiring procedure as well as the benefits package.

In addition, the committee had access to all employment qualification folders for both full- and part-time faculty. The committee used published salary figures for both the Virginia Community College System (VCCS) and for the southern region of the United States.

SELECTION

SVCC has an employment procedure which leads to hiring fully qualified faculty. This procedure follows the guidelines of the VCCS for recruitment and appointment of faculty stated in the VCCS Policy *Manual* (Section 3.4.3) and in the *Faculty Handbook* (Section 3.030).

To begin the process, the division chair/director seeking to create a new position or fill a vacancy consults with the Dean of Instruction and the President. Once the position is approved. the division chair/director prepares the position description and announcement, which must be approved by the Office of Human Resources and the President.

The Office of Human Resources has responsibility for mailing the position announcement to the Equal Employment Opportunity/Affirmative Action (EEO/AA) distribution list; posting the position announcement on campus; notifying appropriate state agencies of the vacancy: in most instances, advertising the position in applicable newspapers and magazines; and then receiving applications, establishing the job file folder, and notifying the appropriate division chair/director and dean when the application deadline has passed and the applicant pool is ready for review. After the deadline has passed, in consultation with the Dean of Instruction and the President, the Office of Human Resources determines the method of review of applications, which may or may not include the use of a screening committee.

If an ad hoc screening committee is decided upon, Section 3.031 of the ***Faculty Handbook*** is followed. The Dean of Instruction or the President appoints the committee after consultation with the appropriate division chair/director. The Human Resources Officer is an ex-officio member of all ad hoc screening committees.

Duties assigned to the screening committee usually include:

1. Select a chair, if one has not been designated.
2. Become familiar with duties and responsibilities of the position and the desired qualifications of the appointee.
3. Become familiar with the method of reviewing applicants' folders and consistently apply the method to all applicants.
4. Participate in the identification of leading candidates to be Invited for an interview.
5. Develop interview questions to be asked or decide what other information and activities will be required and adhered to consistently for all applicants who are interviewed.
6. Participate in the interview process.
7. Participate in evaluating each candidate's strengths and weaknesses.
8. Recommend top choices to the dean.

The chair of the screening committee is responsible for setting meetings; distributing information: conveying to the committee the confidential nature of the proceedings so that frank discussions can be held: and preparing written reports to the dean. division chair/director, and the President.

If an ad hoc screening committee is not used, the Immediate supervisor, in consultation with the dean, determines the candidates to be interviewed, completes the interviewing process, and makes recommendations in writing to the dean.

Once the dean receives the recommendations, either from a screening committee or division chair/director, he reviews them and makes his recommendations to the President, who makes all final decisions in faculty hiring.

At the end of either process, all materials used must be returned to the Office of Human Resources, where appropriate documentation will be filed and kept for three years to ensure proper compliance with all state and federal hiring practices. The Office of Human Resources also notifies all applicants of the final decision.

Upon a candidate's acceptance of an employment offer, the Office of Human Resources prepares paperwork to put the new employee on the payroll: conducts orientation, which includes providing the employee with complete payroll and employment information; provides assistance to the division chair/director and/or dean in the completion of the "Interview and Selection Report"; prepares appropriate paperwork to submit to the VCCS for approval by the State Board of Community Colleges: and prepares all required documents and reports to ensure compliance with EEO/AA state and federal hiring practices.

Communication Skills

Administrators at SVCC believe all persons with teaching or administrative responsibilities should possess effective communication skills and, therefore, encourage those interviewing applicants to give attention to the presence and quality of these skills during the oral interview and to read all documents thoroughly to assess written skills.

To help ensure that faculty hired possess effective communication skills, all position announcements include this statement in the "Qualifications" section: "Must possess effective oral and written communication skills." All candidates are also required to write a letter of application.

Faculty Selection from Accredited Institutions

In reviews of faculty credentials, both the Dean of Instruction and this committee determined that the highest required degree held by each faculty-rank employee was awarded by a regionally accredited college or university and that none of the faculty had attended a college or university outside the United States for the highest degree received.

ACADEMIC AND PROFESSIONAL PREPARATION FOR ASSOCIATE DEGREE PROGRAMS

In its hiring practices, Southwest Virginia Community College follows guidelines for the qualifications of full-time and adjunct faculty as specified in VCCS Form 29, "Criteria for Faculty Rank," which is duplicated in the *Faculty Handbook* (Section 3.14). These guidelines meet or exceed the related SACS Criteria. They also give specific direction in the case of work-related experience and competencies in place of academic preparation. For all faculty members, the College maintains files containing the documentation of academic preparation, specialized training, work experience, and other qualifications. Folders for full-time faculty are located in the Office of Human Resources and for adjunct faculty in the Office of the Dean of Instruction.

Full-Time **Teaching Faculty**

To assist this self-study committee in ensuring that the academic and professional preparation of the College's faculty meets the requirements of the SACS Criteria, the Administrative Assistant to the President reviewed faculty members' folders checking for "documentation of academic preparation, such as official transcripts, and, if appropriate for demonstrating competency, official documentation of professional and work experience. . and certifications and other qualifications" (Criteria *for Accreditation,* 1992-93, *36)* and recorded the information on a summary sheet for each of the 84 full-time teaching faculty members and other full-time faculty who taught at least one course in the fall semester of 1993.

To verify accuracy, this committee compared a random selection of eight faculty credential files (two from each academic division) with the summaries the Administrative Assistant to the President had prepared and found no differences.

Four members of the committee, one from each of the academic divisions (Business, Engineering, Humanities and Social Sciences, and Natural Science and Mathematics), then reviewed the summary sheets according to the following SACS Criteria For faculty teaching credit courses in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics, committee members specifically checked to see that graduate degrees and/or graduate hours were in the area(s) in which each faculty member teaches. For faculty who teach courses in professional, occupational and technical areas that are designed for transfer or where substantial numbers of students do transfer, they checked for appropriate degrees and/or graduate hours in the discipline taught. For faculty teaching courses in areas not usually resulting in college transfer, the members checked for appropriate academic preparation and/or academic preparation coupled with work experience and for degrees at the same level at which the faculty member is teaching. For faculty teaching non-degree diploma or certificate occupational courses, the committee checked for special competence in the field coupled with appropriate college or specialized training. For faculty teaching basic computation and communication skills in non-degree occupational programs and those teaching in remedial programs, the committee checked for appropriate degrees, work experiences, and appropriate training in these areas.

The committee did not address the SACS Criteria requirements for faculty teaching adult basic education (ABE) because State policy assigns ABE to public schools.

The study revealed six faculty credential files, which required and had sufficient justification in writing, and six additional instances of faculty who meet the requirements for most, but not all, of the courses they teach. Therefore, this self-study committee concluded that by far most full-time faculty credentials and professional preparation meet or exceed SACS *Criteria,* but the committee recommended that written justification be added to those files of faculty teaching some but not all classes for which they have appropriate degrees or a sufficient number of graduate hours.

Institutional Response Since that time, justification has been added to those folders where documentation had previously been needed.

Part-Time Faculty

In order to get a pool of candidates for part-time positions at SVCC. every fall before classes begin, the Office of the Dean of Instruction places an advertisement in area newspapers asking qualified persons to apply. The College normally selects from this pool and from returning part-time faculty to fill any openings that occur.

Recognizing a need to develop a supply of qualified adjunct instructors to teach in the area of history, the College, in conjunction with Virginia Polytechnic Institute and State University (VPI & SU), organized a series of graduate courses in American history for current and prospective adjunct faculty. Under the plan, SVCC paid for tuition and textbooks for enrollees.

In addition to assisting prospective adjunct faculty to acquire needed graduate hours, the courses offered several other benefits. Students read extensively in American history and discussed ways to present the material in history survey courses. The classes also provided an opportunity for those teaching history at SVCC to develop some common ground on which to build survey courses: hence, these classes resulted in an improved working relationship between full-time and part-time history instructors. Also, SVCC and VPI & SU for the first time developed an informal partnership in providing graduate instruction for adjunct faculty employing a community college professor as the instructor, something other departments and colleges may wish to emulate.

These classes began in spring semester of 1987. From that. time to spring 1994, adjunct instructors have had the opportunity to take 16 graduate semester hours in history.

Candidates for adjunct positions are asked to supply the same information as to transcripts, work-related experience, and other qualifications that full-time faculty do. However, at the beginning of the self-study, some members of this committee checked several folders for part-time faculty and found that, in many instances, the folders did not comply with the Criteria.

Institutional Response

The committee discussed this situation with the Dean of Instruction, whose office immediately formed and implemented a plan to correct many of the problems. Staff checked all folders to identify those that were incomplete. They then sent a registered letter to each part-time faculty who lacked supporting documents to inform him or her of the deficiency and the action required to correct it. Response thus far has been good.

This committee believes that appropriate steps are being taken but does **recommend that the Office of the Dean of Instruction continue to press for all appropriate documents from part-time faculty and, when all such documents are in place, that written documentation justifyingthe exceptions be added to the folders of those faculty for whom they are needed and appropriate.**

The committee also **recommends that in the future all faculty files be kept current and complete while making sure that all newly-hired faculty, both full- dnpart-time. meet the criteria for the courses they are hired to teach.**

Since the above recommendations were made, much progress has been accomplished to correct the problems. The Office of the Dean of Instruction has now updated most of the folders, and as an incentive the College paid for tuition and books to encourage faculty who needed additional credit hours in the area they were teaching to take such classes.

The Office of the Dean of Instruction is presently conducting an in-depth review and analysis of the folders of all active adjunct faculty members. The process includes the development of a summary sheet for each, an evaluation of all academic course work to determine applicability to the discipline(s) taught by each, an analysis of past academic and related experience and, where appropriate, development of statements of justification of the teaching assignment(s).

Ratio of Full-time to Part-time Faculty

The VCCS has established a target ratio of 70:30 full-time to part-time faculty, and one of its 1994-96 “Legislative Initiatives” is funding for this goal. SVCC will be a part of this effort. Within the VCCS, the average ratio is 58:42. At SVCC the ratio for the 1993-94 academic year was about 64:36.

PART-TIME FACULTY DEVELOPMENT

Orientation and Professional Development

At the beginning of each fall semester, the College provides orientation for adjunct faculty in the form of a pre-service workshop. At this workshop the faculty receive and review the *SVCC Adjunct Faculty Handbook* during a question-and-answer session, which is followed by division meetings for the distribution of course outlines and textbooks plus another question-and-answer session with the appropriate division chair and selected full-time faculty. In addition to this initial meeting, academic division chairs periodically schedule joint professional development meetings and workshops for full-time and part-time faculty.

Supervision

Supervision of part-time faculty is a joint endeavor between division chairs and the Director of Continuing Education or the Evening Coordinator. Practicality and timeliness dictate that the Director of Continuing Education or the Evening Coordinator, whose primary responsibility is to oversee the off-campus and/or evening programs, provide general supervision to part-time faculty. Nonetheless, division chairs are responsible for overseeing the academic programs in their respective divisions, and this responsibility includes the supervision of part-time faculty in discipline or program-specific matters. For example, in recent years, division chairs have been active in developing and implementing assessment procedures in certain disciplines and/or programs with a result of increased attention to facilitating greater course consistency by working with all faculty to achieve common course goals and comparable student outcomes.

Also, division chairs periodically visit off-campus sites to assess the quality of the instructional environment in particular classes and determine what, if any, action should be taken to effect improvement. This action could range from an informal discussion with the instructor to the initiation of a meeting with the Director of Continuing Education or the Evening Coordinator to a formal report to the Dean of Instruction. Similarly, the Director of Continuing Education or the Evening Coordinator typically contacts the appropriate division chair when a discipline or program-specific issue arises.

In general, the supervision of part-time faculty is a joint process that encourages continual involvement and interaction between division chairs and the Director of Continuing Education and/or the Evening Coordinator, in conjunction with and under the overall supervision of the Dean of Instruction.

Evaluation

Adjunct faculty are evaluated annually using written evaluation procedures. Details of these evaluation procedures are clearly stated in the *Adjunct Faculty Handbook (32).*

Student Access

As stated in “Classroom Responsibilities” *(Adjunct Faculty Handbook 29).* part-time faculty are required to schedule a minimum of one office hour per week. At off-campus locations, part-time faculty must provide this schedule to the secretary at the site to post on the bulletin board.

FACULTY INTERACTION WITH OFF-CAMPUS STUDENTS

SVCC ensures full-time faculty interaction with off-campus students in several ways.

Students taking off-campus classes often have a full-time faculty member for an advisor whether they are on-campus or off-campus. For example, one full-time faculty member in the Division of Humanities and Social Sciences advises all students in both Human Services and Mental Health programs. Since students are required to complete an internship and since this faculty member arranges the internships, all students in either of these majors, whether they take on-campus or off-campus classes, must meet and work with an on-campus advisor.

Some off-campus classes are taught by full-time faculty members. For example, the Nursing Program in Grundy has full-time faculty for all nursing classes. In addition, several full-time faculty members teach classes at off-campus locations. Faculty from both the Division of Humanities and Social Sciences and the Division of Natural Science and Mathematics have developed and supervise off-campus courses. Other faculty members supervise commercially developed courses.

Engineering Division off-campus classes are primarily offered to employees of business and industry, particularly the mining industry. Full-time faculty members in the Miner Training Program almost exclusively staff these classes. In addition, full-time faculty teach off-campus classes in Total Quality Management to area businesses and industries.

The electronic classroom provides yet another method of allowing interaction between full-time faculty and off-campus students. Full-time faculty teach such courses from a classroom on campus while students can attend class either on the campus or at one of four off-campus locations at Graham, Grundy, Richlands, and Tazewell high schools. In the future, video and audio by way of fiber optic cables will further enhance interaction by means of a wide area network.

Student feelings about access to faculty represent another aspect of this issue. In response to the "Self-Study Student

Questionnaire," 97 percent of on-campus and 92 percent of off-campus students indicated that they were either "satisfied" or "very satisfied" with access to the faculty. The study showed no significant differences between students who took classes only at off-campus sites and those who took classes on campus.

FACULTY COMPENSATION

Salary

According to the *SREB State Data Exchange Report* for 1993, Virginia ranked fourth among the states in the region in average faculty salary. This report did not include the December 1993 increase. When this increase is included, Virginia ranks second. Thus, Virginia community colleges offer salaries that are near the top for their regions.

Within the Virginia Community College System (VCCS), SVCC ranks eighth out of 23 colleges in average authorized full-time faculty salary. The annual authorized average salary is $36,016, which is slightly lower than the VCCS overall average of $36,839 ("VCCS Faculty Salary Average 1993-94"). Thus, SVCC's salary structure is adequate to attract qualified personnel. For part-time faculty Southwest Virginia Community College follows the VCCS pay plan.

Upon his or her initial appointment, the Office of Human Resources calculates each faculty member's proposed salary on the "Faculty Qualifications Summary" (VCCS Form 10) once faculty rank is determined in accordance with VCCS criteria listed in "Normal Minimum Criteria for Each Faculty Rank" (VCCS Form 29) using educational preparation and employment experience. The initial salary is determined from the VCCS Salary Schedule for Faculty Personnel (VCCS Form 18) using minimum salary and incremental amounts for full-time work experience and education beyond requirements for the appropriate rank ("VCCS Procedure to Determine Faculty Entry Level Salaries," *VCCS Policy Manual,* Section 3.7.3).

At Southwest Virginia Community College yearly salary increases are calculated from a Faculty Salary Plan provided by the VCCS and based on a percent increase in the authorized VCCS faculty salary average tied to the faculty evaluation plan. Individual increases are calculated using a portion of the funded percent increase as an across-the-board increase with the remaining percent being reserved for merit increases, promotions, and adjustments. Outlined below is the formula utilized in recent years:

Current salary + _____ % (across-the-board) + $____ (rank promotion) + $____ Level I merit rating (Very Good) + $____ Level II merit rating (Excellent) = Salary Proposal for subsequent year.

As reflected above, rank promotions also have an effect on salary increases as governed by policy listed in the *Faculty Handbook* (Section 3.026). The *Handbook* includes the form for requesting rank promotion and states the guidelines for granting promotions.

In summary, the Committee found that the College follows approved policies and procedures in faculty compensation matters, Even though salary increases have been rather limited in recent years, SVCC's faculty salaries are adequate.

Benefits

In keeping with SACS *Criteria,* Southwest Virginia Community College offers a choice of retirement plans, health and other insurance benefits, and many fringe benefits as well.

The primary retirement plan, as well as most other faculty benefits, is under State management. The Virginia Retirement System (VRS) is available to all full-time employees in state institutions of higher learning who hold academic rank and are engaged in teaching, administration, or research. In place of VRS, faculty may choose to participate in Optional Retirement Plans. Companies currently offering retirement plans are VALIC. Fidelity, Great West, MetLife, and TIAA/CREF. To whichever plan a faculty member chooses, the State contributes an amount equal to 10.4 percent of his or her salary.

The health insurance plan that the Commonwealth of Virginia offers to active employees and eligible dependents is Key Advantage, a statewide Preferred Provider Organization program by Trigon Blue Cross/Blue Shield, which covers hospital, medical, surgical, out-patient, prescription drug, and major medical expenses. The employee may choose the options of single membership, self plus one dependent, or a family membership. The State and the individual share the per month cost as shown in Table 4.8.5.01:

Table 4.8.5.01

Health Insurance Cost Per Month

	State	Individual	Total
Single	$180	$8	$188
Self plus one	278	98	376
Family	356	170	526

In addition, the State pays for life as well as accidental death and dismemberment insurance. The amount of life insurance is the employee's annual salary rounded to the next highest thousand, then doubled; accidental death insurance is double the natural death benefit. A $500,000 Employee Blanket Faithful Performance Public Official Bond automatically extends to all personnel without cost to the employee, as well as Teacher's Liability Insurance with a limit of $1.000,000 per claim for personal injury (excluding corporal punishment). The institution also pays Workers' Compensation and Unemployment Compensation.

Two other important faculty benefits are personal leave and sick leave. Nine-month faculty members receive three days of personal leave per school year, which if not used converts to sick leave at the end of the summer term following the academic year for which granted. Sick leave for full-time, nine-month teaching faculty accrues at the rate of four and one-half days per academic semester, awarded on the first day of each semester. There is no limit to the amount of sick leave a faculty member can accrue, and 25 percent of sick leave balance (not to exceed $5,000) is paid to a faculty member with five or more years of continuous service with the VCCS at the time of leaving the system.

Other faculty benefits include:

- Educational aid for teaching and administrative faculty for courses related to their work. Such leave may be at full, partial, or no pay. This benefit requires authorization by the President.

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- The Commonwealth's premium conversion program. This program allows employees to pay health insurance premiums before taxes are calculated.

- The Commonwealth's dependent and medical care reimbursement accounts, a program which allows employees to pay certain dependent care and medical care expenses through payroll deduction before taxes.

- State Employee Assistance Program (SEAS), a counseling and referral service for employees having personal problems, such as alcohol and substance abuse, marital or other family difficulties, financial problems, and medical or mental disorders. All inquiries to and contacts with SEAS initiated by employees are confidential.

- CommonHealth, Virginia's Employee Wellness Program, which is available to all employees and dependents eighteen years and older living in the home. Services include medical screenings and assistance with physical fitness, nutrition, personal health, personal safety, stress management, and weight control.

- Membership in the State Employees' Credit Union.

- Access to all recreational facilities at the College including tennis courts, weight room, playing fields, and picnic areas.

The College also makes numerous payroll deduction options available, including tax deferred annuity plans, cancer Insurance, accident insurance, income protection, and purchase of US Savings Bonds.

CONCLUSION

The self-study committee assigned to evaluate Faculty Selection, Preparation, Part-time Faculty Matters, and Compensa.tion found that Virginia Community College System policy, and therefore Southwest Virginia Community College policy, provides explicit guidelines for the hiring of faculty members. These meet or exceed the SACS Criteria and do much to ensure that qualified faculty members are hired and retained.

The committee also found that the College has done an excellent job of hiring qualified full-time faculty members. Indeed, the committee feels that this point is a strength of the institution. Part-time faculty members, on the other hand, have not always met the requirements that should be met. The committee noted this weakness and made recommendations that will help prevent its reoccurrence in the future.

Benefits, including salary, insurance, and retirement, are very good and are competitive with other institutions in the southern region of the United States. These benefits are conducive to hiring and keeping qualified faculty members.

EDUCATIONAL PROGRAM: FACULTY I

Recommendations, Suggestions, and Proposals

- **The** committee **recommends** that the Office of the Dean of Instruction continue to press for all appropriate documents from part-time faculty and, when all such documents are in place, that written documentation justifying the exceptions be added to the folders of those faculty for whom they are needed and appropriate.

- The committee **recommends** that in the future all faculty files be kept current and complete while making sure that all newly hired faculty, both full- and part-time, meet the criteria for the courses they are hired to teach.

COMMITTEE

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Debbie Sydow Writer	Assistant Professor, Chair of Humanities and Social Sciences Division
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INTRODUCTION

The second of the two self-study committees responsible for evaluating faculty matters at Southwest Virginia Community College (WCC) addressed the areas of Academic Freedom, Professional Growth, Loads, and Evaluation to assess current institutional effectiveness in ensuring fair and reasonable work conditions for faculty. The *committee set* about accomplishing this objective by reviewing assigned areas of responsibilities; identifying strengths and weaknesses in each area, matters of concern to faculty. and data required to evaluate the effectiveness and applicability of existing criteria-related policies and procedures: categorizing specific criteria: preparing data requests: and recommending policy and procedure modifications and/or additions.

Information came from a variety of sources, including the *Faculty* Handbook, the Virginia Community College System (VCCS) Policy Manual, and self-study survey results. The committee devised a substantial number of questions for the faculty and student self-study surveys; responses to these questions played an important role in the committee's findings and recommendations. Also, the committee devised a questionnaire for the Administrative Assistant to the President, the responses to which provided valuable information about summer employment practices. Finally, the committee prepared a questionnaire for division chairs; the results of that questionnaire provided valuable insight into the evaluation and faculty load assignment processes. The committee also utilized the results of existing research which the VCCS had conducted pertaining to current professional development activities and needs. The Dean of Instruction attended meetings to answer several policy and procedure questions.

ACADEMIC FREEDOM AND PROFESSIONAL SECURITY

Recognizing that the protection of academic freedom for faculty is crucial to the integrity of an educational institution, Southwest Virginia Community College assures faculty academic freedom in teaching, research, and publication by adopting the principles of academic freedom as established by the Virginia State Board for Community Colleges. The *Faculty Handbook,* which is distributed to all individuals holding faculty rank, clearly sets forth these principles:

> To insure the college an instructional program marked by excellence, the Virginia Community College System supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism . faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens. (Section 3.01)

To ensure that faculty do have this freedom, SVCC has provided professional security in part by closely following the guidelines set forth in the VCCS Policy Manual (Section 3, Appendices II, III, and IV).

The *Faculty Handbook* delineates and explains the procedure for academic rank promotion (Section 3.026). including the criteria for achieving faculty rank as listed in the VCCS-29 form, and a copy of the Request for Promotion in Rank (Section 3.14) form, which is to be completed by the faculty member making the request.

Termination and non-renewal procedures contain adequate safeguards for protection of professional security and allow faculty to proceed in instruction without fear of inappropriate dismissal procedures. Neither dismissal nor nonreappointment can be used "to restrain faculty rank employees in their exercise of constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility adopted by the State Board" (Sections 3.022 and 3.023). The procedure for dismissal of personnel holding faculty rank states that there must be "just cause" for dismissal. Among these just causes are incompetence, unsatisfactory performance of duties, insubordination, unlawful discrimination, sexual harassment, and misconduct. To provide faculty further protection of academic freedom, a clearly defined grievance procedure is also in place.

In addition, the institution ensures faculty professional security by providing faculty members with rank and salary proposals and one-, three-, or five-year appointments which describe the terms and conditions of employment. The policies pertaining to faculty rank employment, as stated in the *Faculty Handbook* (Sections 3.02. 3.021, 3.25.4), ensure that these faculty proposals are distributed in a timely manner.

The only problem this committee detected while researching appointment policy at SVCC was a faculty concern over the policies and procedures of summer teaching appointments. The statement about summer session employment did not adequately explain the terms and conditions of summer employment. Also, the actual formula used to calculate summer salaries was not included in the *Handbook*, and no provision existed to inform faculty about the procedure for awarding summer appointments or the dates of notification.

Statistical data. from the Administrative Assistant to the President indicated that approximately 83 percent of full-time faculty who worked during the summer of 1993 received written summer appointment proposals while approximately 17 percent did not. Data collected from the institutional self-study survey, by contrast, indicated that approximately 64 percent of full-time faculty working during the summer of 1993 received contracts while 36 percent did not. Approximately 16 percent of respondents believed their pay was inconsistent with pay policies contained in the *Handbook*. Another 32 percent of full-tune faculty did not know if their summer pay complied with the policy.

Profiles developed from the Administrative Assistant's statistical data and the self-study survey did not match. Terminology, survey response rates, and similar factors contributed to the profile variance. Nonetheless, both sets of data led this committee to conclude that not all faculty received documents describing the terms and conditions of summer employment in 1993.

The Administrative Assistant to the President also supplied a pay document titled "1993 Summer Salary Plan for Nine-Month Teaching Faculty," which described the complete formula and procedures for computing a full-time faculty member's summer pay. The *Faculty Handbook* did not include this document. The Office of the Dean of Instruction calculated all computations for summer appointment proposals and made recommendations to the President: the Office of the President prepared and distributed summer appointment proposals for faculty acceptance or rejection.

These data pointed to the inconsistencies and the confusion that typified summer employment and suggested the need for the development of a policy that clearly described the terms and conditions of summer employment. Even though a policy existed, it was not comprehensive, it was not consistent with actual practice, and it was not (in its entirety) readily accessible to faculty. Therefore, this committee recommended that a comprehensive summer employment policy that clearly stipulates the terms and conditions of summer employment be developed, implemented, and distributed to all faculty.

Institutional Response

Review of this recommendation occurred during spring semester 1994, and implementation of a revised summer pay plan (Faculty *Handbook,* Section 3.25.7) began during summer term 1994. The results of a survey conducted to determine whether or not the revised summer pay plan did, in fact, stipulate the terms and conditions of summer employment are positive. This committee surveyed all faculty who received summer contracts in 1994. Of the 60.9 percent who responded, 100 percent stated that they received a written appointment proposal. Furthermore, 96 percent indicated that the conditions of the proposal were fulfilled.

The administration anticipates minor refinements to the revised pay plan, but this committee on faculty matters now concludes that the intent of its original recommendation has been met.

PROFESSIONAL GROWTH

Southwest Virginia Community College considers continuous and ongoing growth in the academic profession not only a professional responsibility but a professional ethic. The expectation that faculty are regularly to engage in professional development activities for the purpose of improving as teachers scholars, and practitioners is clearly stated in the *Faculty Handbook:*

> It is assumed that faculty will remain alert to the need for continuous self-evaluation and professional improvement through various modes of research and active participation in professional associations. (Section 3.19)

Likewise, the VCCS *Policy Manual* lists participation in professional activities as a faculty responsibility (Section 3.6). Through faculty evaluation, the College annually monitors fulfillment of this responsibility. As an evaluation category professional development can comprise up to 15 percent of the overall performance rating for teaching faculty, based upon faculty-determined weighting of each of the performance categories. The *Faculty Handbook* describes professional development as "those activities in which participation will improve classroom performance or other service to the college and/or the community." Activities may include participation in professional conferences and workshops, advanced study, and research and publication (Section 3.13: Forms TE-3, TE-4, and TE-5).

Division chairs in each instructional area encourage faculty to remain current in their disciplines. A survey of division chairs revealed that divisions employ several methods to encourage ongoing professional development among faculty. In addition to encouraging faculty to participate in worthwhile professional development activities, one or more division chairs also:

- Disseminate information about relevant professional organizations, publications, and meetings.
- Assist faculty with the development of individual development plans which enable them to map out strategies for achieving both short-term and long-term professional goals.
- Counsel faculty who need graduate work or other educational training to serve the needs of students and/or to receive rank promotion.
- Inform faculty of funds available in the division budget that can be used to sponsor professional development activities.
- Encourage faculty to compete for grant funds that can be used to sponsor professional experimentation and growth.

The College not only encourages faculty "to remain currents in their respective disciplines and areas of employment" (Faculty *Handbook,* Section 3.17), but the College provides faculty members with opportunities to continue their professional development throughout their careers. In addition to the provision of professional development opportunities from the VCCS, including the Chancellor's Fellowship, designated faculty research days, and leave without pay for exchange teaching or full-time study (VCCS Policy Manual Sections 3.7.8 and 3.7.9). SVCC makes opportunities for professional development activities widely available to faculty through a variety of offerings, including educational assistance, sabbatical leave, travel costs for conference attendance, and in-service programs *(Faculty* Handbook, Sections 3.22 and 3.18). The Professional Development Committee recently developed and distributed to all faculty the SVCC *Professional* Development *Directory,* a comprehensive directory of professional development opportunities available to them. The directory provides specific information about each offering, including a statement of purpose, eligibility requirements, and application procedures. This publication will be updated annually to ensure its currency.

Division chairs reported that approximately 25 to 33 percent of faculty request some type of support for professional development in a typical year. Division chairs cited professional need, institutional need, equity, availability of resources, and the potential of the activity to benefit students directly as the criteria used to determine which faculty members receive financial support for professional development activities.

The Office of Human Resources is attempting to document faculty development activities. Forms, such as requests for travel, educational aid, tuition reimbursement, and leave, are routed through the Office of Human Resources, which keeps a record of the professional meetings, conferences, training sessions, etc. that each faculty member attends. In addition, the Office of Human Resources annually distributes a computer generated form, listing the development and training activities completed by each faculty member over the course of the year; the form also includes a place for faculty to add activities not listed on the printout or to make other necessary corrections. Another means of documentation the Office of Human Resources employs is to have attendees of local training, for example, the fall in-service training session on sexual harassment, sign an attendance form. Finally, the Office of Human Resources, in yet another attempt to document faculty development activities, recently distributed to each faculty member a small pad of "training record" forms, which are to be filled out upon the completion of development activities. Information obtained on these forms includes the type of training received (seminar, conference, education, presentation, other], the need for additional training, and whether or not a certificate was obtained.

These efforts by the Office of Human Resources to track faculty professional development activities can only be successful with faculty cooperation, which involves the timely and accurate provision of information about development activities. However, although professional development is clearly taking place at SVCC, and the Office of Human Resources does provide some means for documenting these efforts, sufficient documentation of such activity is a shortcoming. An institutional survey conducted in the fall of 1993 revealed that only 35 percent of all full-time and part-time faculty had completed documentation to indicate professional development activities in which they had participated within the last year. Since it is incumbent upon the institution to demonstrate that such development takes place, a systematic means of documenting professional development activities among faculty is needed. Because it is important that all faculty complete the necessary documentation, for example, travel request and educational aid forms, to verify their involvement in professional development activities, this committee **proposes that the administration and theOffice of Human Resources encourage faculty to complete appropriate documentation.**

Evidence of professional development among faculty is plentiful. According to a 1992 survey of the professional development activities of faculty (full-time and part-time) in the Virginia Community College System, 15 percent of SVCC faculty were shown to have taken educational or sabbatical leave within the past three years, 35 percent had completed a university credit course, and 83 percent had attended a conference in the same time period (Sydow 2-5). The survey showed that over the past three years, 28 percent of SVCC faculty had engaged in scholarship which had led to a publication or other significant contribution to their discipline or field, and 10 percent had participated in an internship in their occupational field. Of all respondents surveyed 62 percent indicated that the administration at SVCC either "mildly" or "strongly" encourages professional development, and 53 percent indicated that financial support for such activities is "somewhat adequate" or "adequate." More than 80 percent of SVCC respondents stated that they would pursue professional development in the upcoming year. A more recent institutional survey revealed that 65 percent of all full-time and par&time faculty, 68 percent of classified staff, and 88 percent of administrative staff are currently members of a professional organization in their work area or discipline.

A two-year study conducted by the National Center for Research in Vocational Education (Hoemer et al., 1991) identified SVCC as an exemplary institution in the area of professional development. The College was one of sixteen institutions out of 708 whose practices in professional development were systematic and comprehensive.

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[*] A total of 104 **full-time and** 11 part-time faculty and administrators at Southwest Virginia Community College were targeted to participate in the Professional Development Survey conducted by the Virginia Community College System in the fall of 1992. Eighty-one individuals responded, yielding a 70.4 percent response rate.

The College has received Funds for Excellence grants from the State Council of Higher Education for Virginia (SCHEV) for six consecutive years. These grants have provided faculty in each division with the opportunity to engage in instructional development, particularly course development. Faculty selected to participate earned honoraria to develop course modules emphasizing writing, art, and international studies, to name a few. A five-year Title III grant awarded in 199 1 has also provided a number of opportunities for faculty in a variety of disciplines to pursue graduate studies, to attend professional meetings, and to develop innovative approaches to instruction, particularly computer-assisted instruction.

Because of the flexibility the College provides in the area of professional development and the diversity of professional development offerings, faculty are enabled to pursue professional development in personally meaningful ways--on the basis of individual needs and desires. The College has attempted to address the professional development needs of a diverse faculty and staff of varying ages, Interests, and career stages by offering a variety of professional development opportunities, everything from on-campus graduate classes to in-service programs designed to address the stated needs of faculty. The institution continues to make efforts to be responsive to professional development needs.

In the fall of 1993, the Research and Development Committee divided into two committees: the Professional Development Committee and the Research and Planning Committee. This division was intended to provide one committee the opportunity to plan and promote professional development among faculty and staff, and the other to plan and promote research. The Professional Development Committee has already begun to take an active role in planning in-service activities and structuring a formal professional development plan for the College. The committee is also working toward the development of a forum for sharing information brought back from conferences and other professional meetings to utilize in-house resources for professional development more effectively. Finally, the development of a somewhat common calendar with surrounding community colleges (Mountain Empire and Virginia Highlands) promises to promote greater interaction and communication among faculty and staff at the three institutions as conferences, workshops, and other opportunities for collegial sharing evolve from the consortium.

Clearly, the College not only meets but exceeds SACS requirements for encouraging the professional development of faculty and for providing opportunities for professional growth. Nonetheless, this committee **proposes that the College develop a public forum to recognize and celebrate faculty accomplishments, including significant contributions to theirfield, the institution, or the community.**

ROLE OF THE FACULTY AND ITS COMMITTEES

The Faculty Handbook states, 'The faculty of SVCC is structured so as to maximize its contributions to the positive development of the college educational program" (Section 2.05). Through committees (standing and ad hoc), Faculty Senate (Section 2.11). and special councils, faculty help to improve the overall educational program. The president and deans look to these faculty groups for advice related to the improvement, development, and governance of the College and its educational program (Section 2.05).

Currently, the College has four Academic Affairs committees, including Curriculum and Instruction, Learning Resources, Research and Planning, and Professional Development. These committees evaluate and recommend institutional policies and procedures related to teaching and learning. Other standing committees include Student Affairs and Institutional Affairs. The President also appoints faculty and staff to special college-wide committees. In the fall of 1990, for example, the College established an institutional planning council. This council, consisting of 50 persons, convened on a regular basis to analyze college needs, establish priorities, and chart directions for the future.

The College's standing committees vary in their levels of activity, involvement, and effectiveness. Committee make-up, college needs, and other factors subject to change influence committee work and outcomes. For example, over the past two years, two of the College's Academic Affairs committees have gone through the process of restructuring in an effort to function more effectively. The Curriculum and Instruction Committee has been actively involved in the review and approval of all curriculum changes, most of which program faculty initiated. The committee is in the process of reviewing proposed caps on program credit hours and expects to provide recommendations regarding the proposed caps. Also, following extensive review and discussion among committee members concerning the past role and future direction of the Research and Development Committee, the committee recommended a division into the Research and Planning Committee and the Professional Development Committee. This recommendation was approved by the Dean of Instruction and President.

A renewed emphasis on assessment and accountability at all levels of education has prompted the development of a systematic and ongoing effort to improve instructional programs and curricula at SVCC. Faculty arc involved extensively in this effort. As is stated in *A Guide for the Improvement of Educational Programs at SVCC* (a document of the Planning and Development Office which outlines SVCC's procedures for developing program improvement plans), faculty play a key role in continuous program improvement; they are expected to "help define what students should master from their disciplines, to assist with the development and implementation of assessment tools." and to be actively involved individually and as members of committees in the ongoing improvement process (2).

Through participation in structures, such as committees, councils, and senates, operating within the broad policies determined by the administration and governing boards, SVCC faculty contribute greatly to the improvement and governance of the College.

FACULTY LOADS

Being a comprehensive institution of higher education committed to the provision of quality instruction in developmental classes and in programs leading to AA&S/AAS degrees, diplomas, and certificates, the College maintains a faculty of adequate size to support its purpose. The College follows staffing guidelines set forth by the Virginia Community College System (VCCS *Policy Manual* Section 2B-2.6) and, as much as budgetarily possible, adheres to the student-to-teacher ratios set forth by the State Council of Higher Education. The College employs both full-time and par--time faculty to carry out the institution's educational mission.

To ensure that faculty responsibilities are equitably and reasonably assigned, certain procedures are in place. These procedures are intended to regulate teaching loads, academic advising, committee membership, guidance of student organizations, research, and service to the public.

The VCCS and SCHEV have established guidelines to ensure equitable and reasonable teaching loads. Division chairs assign all full-time faculty teaching loads in the amount of

12 to 15 credit hours per semester. Since teaching loads are calculated for the academic year, a teaching load less than or in excess of normal for the fall semester is compensated with load adjustments in the spring semester whenever possible. When faculty agree to accept an assignment. to teach an overload (**i.e.**, more than 30 credit hours or 40 contact hours per academic year), additional compensation is provided at an established overload rate (Faculty *Handbook,* Section 3.16).

Provision is also made for the adjustment of a faculty teaching load to accommodate special circumstances, such as the use of instructional assistants. team teaching, the use of non-traditional instructional delivery systems, special assignments, and curriculum development (VCCS *Policy Manual,* Section 3.1.0.1; *Faculty Handbook,* Section 3.16). For example, as the College continues to increase its capacity to offer educational services via distance education, the need to adjust faculty teaching loads to accommodate video-course development, electronic classroom instruction, etc., becomes increasingly evident. In 1992, Learning Resources developed a distance education policies and procedures manual to set forth specific guidelines pertaining to the development and implementation of electronically conveyed video courses.

Academic advising is a duty shared by most teaching faculty, although some faculty opt to assume other non-teaching responsibilities in lieu of academic advising. The following procedure is followed in assigning advisees. The Director of Admissions and Records assigns student advisees to individual faculty members *(Faculty Handbook,* Section 3.03) "according to the area of interest indicated by the applicant and according to the abilities of the applicant as is indicated on the test scores and high school transcript." To protect faculty members from being assigned excessive responsibilities in academic advising, first-year instructors are not normally assigned advisees, and an effort is made to assign an equal number of advisees to all other advisors *(Admissions Procedures 13).* In some cases, however, faculty advisors are assigned large numbers of advisees due to limited numbers of qualified advisors in a few specialized programs.

Committee work is another faculty responsibility *(Faculty Handbook,* Section 3.16) and, as such, is regulated by college policy. The President appoints standing committee members upon recommendations from the Faculty Senate and deans *(Faculty Handbook,* Section 2.14). Recommendations from the Faculty Senate are generally based upon the expressed interest of faculty to serve on particular committees: however, the Senate also follows presidential guidelines to ensure representation from each academic division on Academic Affairs, Institutional Affairs, and Student Affairs committees. To ensure the equitable assignments of faculty responsibilities and to protect faculty members from assuming or being assigned an inordinate amount of committee work, the President discourages new faculty members from serving on Standing Committees during their first year. Annually, the president of Faculty Senate is instructed to see that no one faculty member serves on more than two Standing Committees.

When faculty choose to supervise student organizations as part of their non-teaching responsibilities, they are encouraged to do so because "student activities and services are an integral part of the total educational process at Southwest Virginia Community College" (Faculty *Handbook,* Section 3.24). The decision to guide student organizations or to be actively involved in these organizations, however, ultimately resides with the faculty member. Several faculty members contribute considerable time to student organizations.

As with the supervision of student organizations, service to the public is encouraged (Faculty Handbook, Section 1.02) but tends to be a discretionary faculty responsibility. The VCCS Policy Manual encourages faculty, for example, to "assist business, industry, governments and other educational agencies" and says that employees "may engage in consulting and teaching activities so long as such activities do not interfere with their regular responsibilities and duties within the VCCS" (Section 3.6.9). Although faculty are required to allocate a percentage of their non-teaching activities to college and/or community service and are evaluated accordingly (Faculty Handbook Form TE3 and Form TE4), the level of involvement in these activities tends to be left to the discretion of individual faculty members. Similarly, involvement in research activities tends to be a faculty option.

Interviews with division chairs indicated that limited availability of information about the non-teaching activities of faculty prohibits the comprehensive consideration of all faculty responsibilities when assigning teaching loads. Data indicated that the number of advisees, the number of preparations, the number of special committee assignments, and other relevant factors tend not to influence the assignment of faculty loads. While the committee does not advocate hard and fast formulae to incorporate non-teaching factors into a faculty member's overall load, division chairs should give more attention to these factors. Also, college administrators should be more sympathetic to those faculty members whose hourly loads are not at the maximum but whose overall load is such that the quality of instruction might suffer. This committee **suggests that the Office of the Dean of Instruction review the current procedafor assignment of faculty responsibilities and recommend ways in which reasonable internal assignments might be provided so that faculty teaching loads might be consistent with the number foadvisees, the amount of committee work, the number of preparations, the number of students taught. the nature of the subject. the level of involvement with student organizations, and the amount of assistance available from secretaries and work-study students.**

To discourage faculty from assuming "external responsibilities which might encroach upon either the quality or the quantity of the work they are employed to perform for the institution," the College prohibits faculty engagement in "any employment at any time that prejudices their usefulness as members of the faculty of the college" *(Faculty Handbook,* Section 3.12; also VCCS *Policy Manual* Section 3.6.7). Faculty are encouraged to obtain written permission from the President prior to engaging in outside employment. Faculty may obtain permission to engage in outside employment that "does not conflict with their professional responsibilities to the college" (*Faculty Handbook,* Section 3.12). Although the policy is designed to protect faculty from assuming excessive external responsibilities, namely outside employment, that might compromise their responsibilities at the institution, no such policy currently exists to limit other external or internal responsibilities that might have the same effect. Because data this committee collected revealed that division chairs are largely unaware of the total amount of non-teaching activities faculty engage in, faculty should be encouraged to monitor their own activities as much as possible to avoid compromising their effectiveness as personnel of the College. This committee **suggests that administration write a statement and add it to the** *Handbook* **that would assist faculty in weighing their existing internal and external responsibilities prior to taking on new assignments.**

CRITERIA AND PROCEDURES FOR EVALUATION

Southwest Virginia Community College views the periodic evaluations of the performance of individual faculty members as a positive evaluative tool: furthermore, the College is committed to improving classroom instruction and educational programs, striving to include faculty input in all areas of faculty evaluation.

The SVCC Faculty *Handbook* (Section 3.13) and the Virginia Community College System Policy Manual (Section 3.4.4.4) clearly indicate that periodic evaluations of individual faculty performance are to be conducted fairly and properly. The *Handbook* states as follows:

> It is recognized that the central purpose of evaluation should be improvement of professional performance, and all evaluation should be designed and implemented with this benefit in mind. (Section 3.13)

SVCC conducts evaluations of all teaching faculty through each division office near the end of each fall term. The SVCC Evening Coordinator is responsible for the administration of evaluations of faculty teaching classes off-campus as well as evening classes on-campus. Each full-time faculty member selects by lot. two classes for evaluation. Students in all first-year faculty classes evaluate their performance.

College faculty have ready access to evaluation criteria in the Faculty *Handbook,* which the Office of the President supplies to all faculty members. The College periodically updates and revises the information in the *Handbook* as necessary: faculty have the opportunity to approve any revisions in evaluation criteria or procedures.

The *Faculty Handbook* states the following minimum criteria to be used in the evaluation of full-time faculty:

- Effectiveness in the performance of the tasks delineated in the appropriate position description.
- Effectiveness in establishing and maintaining positive professional relationships with colleagues, supervisors, students, and the community.
- Effectiveness in maintaining a current competence in the particular discipline or field of specialization.
- Adherence to policies, procedures, and regulations of the college and the VCCS. (Section 3.13)

Furthermore, the *Faculty Handbook* states that criteria will be evaluated in the areas of teaching, college service, professional development, and community service, subject to the provisions that:

- Teaching is mandatory with a minimum weight of 75%.
- Each remaining area will normally have a minimum weight of 5% each.
- Each faculty member must be evaluated in at least three of the four areas.
- The total of the combined weights must be 100%. (Section 3.13)

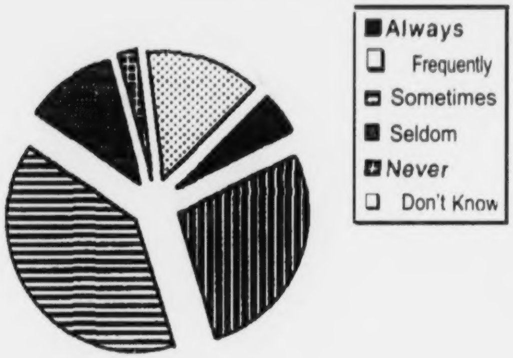
The corresponding forms a faculty member would complete to meet the evaluation criteria are TE-1, TE-2, and TE-3, copies of which are in the Faculty Handbook (Section 3.13).

The present evaluation criteria include several strengths. Among those strengths is the feeling among faculty that the student feedback during the evaluation process does help focus the instructor on continuing effectiveness in course instruction: additionally, the follow-up faculty/division chair conference during which evaluation results are discussed enhances communication between administration and faculty about pedagogical and discipline- or program related issues.

As shown by the following figure, the self-study survey to faculty revealed that approximately one-third (32 percent) of faculty respondents believed that current evaluation criteria are adequate for the evaluation of program-related performance. More than one-quarter (27 percent) either believed that current evaluation criteria are only sometimes adequate or they didn't know whether or not these criteria are adequate; therefore, it would seem that current evaluation criteria need to be assessed for their effectiveness in evaluating faculty performance.

Chart 4.8.01

Percentage of Respondent who Stated That Current Evaluation Criteria An Adequate for the Evaluation of Program-Related Performance



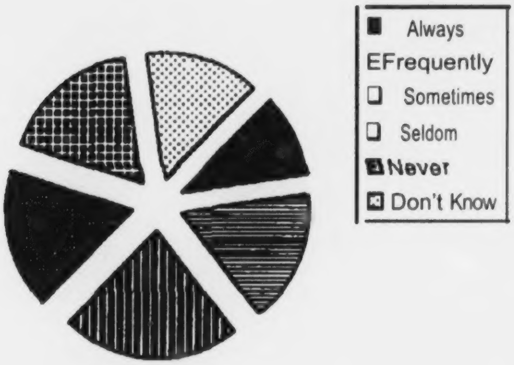
The above statistics show that faculty apparently feel some ambivalence toward the effectiveness of the present evaluation criteria as being an adequate indicator of individual job performance.

Discussion among some faculty indicates concern that evaluation criteria for laboratory classes, for classes that are technical in nature, for classes that depend more on practical knowledge, and for classes that are largely competency-based, may need to undergo terminology adjustment or even to be redesigned.

The self-study survey to faculty revealed that nearly half (48 percent] of faculty respondents believed that the results of faculty evaluation are used effectively to make appropriate improvement in educational programs, and 34 percent stated that results of faculty evaluation tend not to be used effectively, as shown in Chart 4.8.02. which follows. Although more faculty believed the institution does demonstrate that the results of evaluation are used for the improvement of the educational program and for making appropriate improvements in classroom instruction, the large percentage of faculty who believed that evaluation results are seldom or never used effectively (34 percent) suggests the need for greater emphasis on ensuring that faculty evaluation is intricately connected to continuous improvement.

Chart 4.8.02

Percentage of Respondents Who Stated That the Results of the Faculty Evaluation Are Used Effectively



The faculty responses from the self-study survey again pose the question of whether the present evaluation criteria adequately evaluate educational, program-related. and faculty performance. Interviews with division chairs suggest that they too consider some changes in the current evaluation instrument appropriate to enhance its potential for improving faculty performance and program effectiveness.

Although the College recognizes that the central purpose of evaluation is to improve professional performance, some ambivalence exists among faculty with regard to the current evaluation criteria. Therefore, this committee proposed that the present evaluation process be reviewed and a more effective process and/or instrument be devised. Consideration should be given to peer-evaluation, self-evaluation, action documents. and narrative type student evaluations. Special consideration should be given to the evaluation of laboratory classes and technical classes that are largely competency based.

Institutional Response

In response to this committee's findings and subsequent proposal, Faculty Senate has formed a committee to study the current faculty evaluation procedure at SVCC. The evaluation committee's charge is to evaluate the current procedure for evaluation (which includes student evaluation and supervisor evaluation), examine the self-study findings, and make recommendations.

CONCLUSION

In its guiding philosophy, in its written policies and procedures, and in its day-to-day operations, the College ensures that working conditions for faculty are not only fair and reasonable, but are also conducive to a spirit of collegiality, innovation, and excellence. Faculty have the academic freedom to teach, conduct research, publish, and engage in similar creative activities in an atmosphere open to intellectual inquiry and academic criticism. Faculty are extended many opportunities to pursue professional growth and development. The College assures faculty the kind of professional security that derives from established guidelines and procedures for employment practices, work load assignments, committee contributions, and evaluations.

The professional activities and contributions of the College's faculty testify to the quality of the working conditions provided. Faculty pursue and complete higher degrees: engage in course and curriculum development to accommodate new delivery systems; sponsor student organizations: win awards; direct grants: serve on College committees: serve on state, regional and national committees; engage in research and publication: and create original works.

Although the provision of conditions conducive to such activities is a major strength of the institution, one shortcoming is the lack of a systematic procedure for keeping track of faculty activities and accomplishments. Another is the lack of a public forum for recognizing and celebrating significant faculty achievements and contributions to their field, the institution, or the community. Additionally, although the College has multiple mechanisms in place to ensure manageable faculty work loads, no policy currently exists to assist faculty in weighing their aggregate responsibilities prior to assuming additional internal or external assignments. Finally, a review of current evaluation criteria as a means of adequately assessing faculty performance is needed and is currently underway.

EDUCATIONAL PROGRAM FACULTY II

Recommendations, Suggestions, and Proposals

- **This** committee **proposes** that the administration and the Office of Human Resources encourage faculty to complete appropriate documentation.

- This committee **proposes** that the College develop a public forum to recognize and celebrate faculty accomplishments, including significant contributions to their field, the institution, or the community.

- This committee **suggests** that the Office of the Dean of Instruction review the current procedure for assignment of faculty responsibilities and recommend ways in which reasonable internal assignments might be provided so that faculty teaching loads might be consistent with the number of advisees, the amount of committee work, the number of preparations, the number of students taught, the nature of the subject, the level of involvement with student organizations, and the amount of assistance available from secretaries and work-study students.

- This committee **suggests** that administration write a statement and add it to the Handbook that would assist faculty in weighing their existing internal and external responsibilities prior to taking on new assignments.

Committee members who evaluated the College in relation to this portion of the SACS Criteria are listed under Section I: 'Principles and Philosophy."

INTRODUCTION

In its educational program, Southwest Virginia Community College is actively engaged in both consortia and contractual relationships. These components are extensions of the College in that they provide improved access to the postsecondary environment: improved communications and activities with other educational institutions, such as elementary and secondary schools as well as senior institutions of higher education and other community colleges; and access for education and training for postsecondary learners in clinical and/or internship environments conducive to "real world" education beyond the classroom/laboratory setting. Since these components are extensions of the College, whether consortia or contractual designs, the College acknowledges they must meet the requirements set forth in the Criteria. These arrangements are pivotal to growth in services rendered to the community at large.

The primary consortia arrangements include:

- Virginia Appalachian Tricollege Nursing Program (VATNP)
- Cooperative Program in Radiography (JRCERT)
- Southwest Virginia Tech Prep Consortium
- Southwestern Virginia Advanced Manufacturing Technology Center (SVAMTC)
- Southwest Virginia Public Education Consortium
- Southwest Virginia Education and Training Network (SVETN).

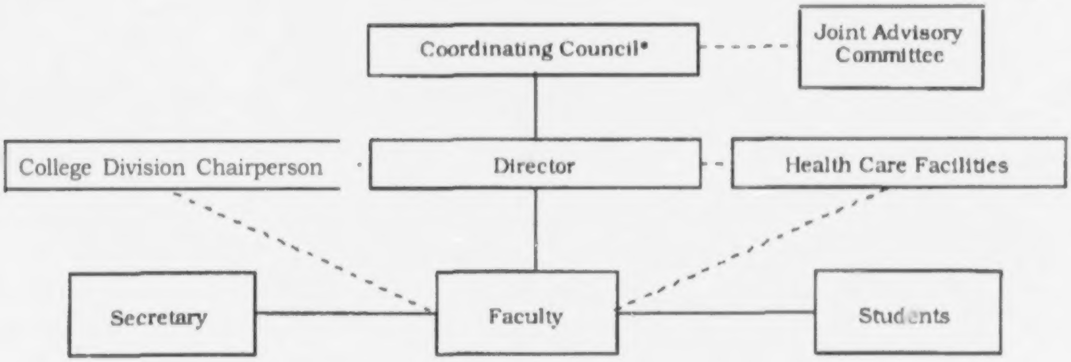
In all of these programs, faculty satisfy standards of quality by intensive reviews and reassessment followed by curricular and/or instructional revisions to meet the needs of both the learner and the communities served. Consortia are evaluated in part by outcomes assessment but also through external accreditation by specialty agencies.

Consortia Relationships

Virginia Appalachian Tricollege Nursing Program

The Virginia Appalachian Tricollege Nursing Program uses three collegiate campuses of the Virginia Community College System: Virginia Highlands Community College (the central college for this program), Mountain Empire Community College, and Southwest Virginia Community College. The following organizational chart shows the relationships among the three institutions. As well as all three participating colleges having full accreditation through the Southern Association of Colleges and Schools (SACS), this program also has been accredited by the National League of Nursing (NLN) and meets NLN's specific requirements for continued review and improvement.

Chart 4.9.01
Organizational Chart
TRICOLLEGE NURSING PROGRAM



* Made up of:
President, Virginia Highlands Community College
President, Southwest Virginia Community College
President. Mountain Empire Community College
Dean of the College, Virginia Highlands Community College
Dean of the College, Southwest Virginia Community College
Dean of the College, Mountain Empire Community College
Director of Nursing Program

Cooperative Program in Radiography

The Cooperative Program in Radiography involves two community colleges: Virginia Highlands Community College and SVCC (the central college for this program). In addition to SACS accreditation of both these colleges, this program is fully accredited by the Joint Review Committee for Education in Radiologic Technology (JRCERT)

Southwest Virginia Tech Prep Consortium

The Southwest Virginia Tech Prep Consortium is a partnership arrangement between Southwest Virginia Community College and the public schools in SVCC's four-county service area. Technically an offshoot of the 2 + 2 program, the Tech Prep Virginia Education Grant provides the consortia arrangement for Improved latitude and access for learners desiring entry into technically oriented programs. Students enter the program in the ninth grade and proceed through the associate degree level. This activity's design provides continuity which allows tracking the learner from secondary school to first two years of college through the Baccalaureate degree, if the student continues through a four-year program. The public schools engaged in this program, as well as Southwest Virginia Community College, have SACS accreditation. Further Information about Tech Prep may be found in the Office of Planning and Development.

The Southwestern Virginia Advanced Manufacturing Technology Center

The Southwestern Virginia Advanced Manufacturing Technology Center (SVAMTC) housed at Wytheville Community College is a consortia of five community colleges: Southwest Virginia Community College, Mountain Empire Community College, New River Community College, Virginia Highlands Community College, and Wytheville Community College. The advisory board for the center is made up of the five community college presidents, six at-large members, and **14** representatives from business and industry in the colleges' service regions.

The objective of this consortia is multi-faceted, but its mission statement clearly shows its commitment to community service through educational and industrial links: "The Southwestern Virginia Advanced Manufacturing Technology Center will be a catalyst for economic growth and industrial competitiveness through programs for training, applied research, and community-industrial service. The center will provide industrial vision and leadership to improve the global competitiveness and economic stability of the region." Its motto is a declaration of the importance of consortia arrangements--"Linking Education, Technology and Industry for the 21st Century."

Southwest Virginia Public Education Consortium

The Southwest Virginia Public Education Consortium, the first of its kind in Virginia, was created by the Virginia General Assembly and began operation July 1, 1992. Its thrust is a unique approach to educational improvement through partnerships between education and businesses for the purpose of improvement in educational leadership and improved schools through shared resources and innovation. The Consortium covers the entirety of southwestern Virginia from Wytheville to the far western part of the state. Membership includes 11 school districts, 4 four-year institutions, 3 community colleges, of which Southwest Virginia Community College is one, and the Southwest Virginia Higher Education Center. These members are further partnered with George Mason University (through the Virginia Economic Bridge Initiative) and Fairfax County Public Schools.

Southwest Virginia Education and Training Network

Southwest Virginia Education and Training Network, Inc. (SVETN), is located at the Southwest Virginia Higher Education Center in Abingdon, Virginia. This consortium is a not-for-profit fiber optics-based educational network linking 16 public school divisions, 4 community colleges, of which Southwest Virginia Community College is an active participant, 5 four-year colleges, and the regional telephone companies, including Bell Atlantic, United Telephone, and General Telephone and Electronics. Through this activity, a two-way, interactive television network provides improved accessibility to educational resources that otherwise would prove difficult to access.

All colleges, universities, and public schools engaged in this activity are accredited by the Southern Association of Colleges and Schools. Further information about the program may be found in the Planning and Development Office.

These consortia provide a means for improved learner access, performance, and goal achievement. There are no exceptions regarding accreditation matters, whether it be at the collegiate or public school level of education.

Contractual Agreements

Southwest Virginia Community College has two types of contractual relationships. Actual contracts for course work are designed for the payment of tuition for a group of learners by a corporate payer. The course work the college provides is based upon institutional purpose, policies, and procedures. Subsequently, the contractual course work provided is in compliance with the Criteria. In many instances, course work provided under contract is for employees of certain trades and/or professions to maintain educational levels predicated upon state or federal statute. Examples include miner training and continuing education of health technology professionals.

Internships and clinical activities make up the second type of contractual relationships between the College and other existing facilities, such as businesses and health care facilities. These agreements clearly delineate the roles and responsibilities of on-site faculty, the learners, the facilities themselves, and the College and reflect the purposes, policies, and procedures of the specific programs, the course work, the business involved, and the College. Such agreements have been signed by the President of Southwest Virginia Community College and the chief executive officer of the participating business. In addition, these agreements have been reviewed by the Attorney General of Virginia for coherence and conformity with state and federal law. In these arrangements, the College is responsible for the selection and evaluation of on-site faculty, as well as the evaluation of the site used and the learners engaged in the internship/clinical activity.

COMMITTEE

Kenneth Cross Chair	Assistant Professor. Business Management
Nancy **Cyphers** writer	Assistant Professor, English
John Brenner	Assistant Professor Sociology and Human Services
Carolyn Browning	Assistant Professor. Business Management
Sylvia Dye **Recorder**	AV&DES Program Support Technician
Guy Glover	Installation and Repair Technician Senior. Network Manager
Georgia Householder	Instructor. Biology
Mabel Jackson	Associate Professor, Tricollege Nursing
J. E. King	Assistant Professor. Mine Health and Safety
Terry Morris Liaison	Professor, Chemistry
Frank Nunez	Assistant Professor. Coordinator of Library Services
Charlotte Robinett Resigned	Assistant Professor. Tricollege Nursing
Teresa Thompson	Office Services Specialist, Admissions
Tolbert White	Housekeeping Supervisor Senior

INTRODUCTION

Over **26 years** ago when SVCC opened its doors in a single building, the "library" was a one-room operation offering traditional services. Today the SVCC "library" is a contemporary academic support service area organized around the concept of a learning resources center composed of three distinct areas: the Library, the Learning Laboratory, and Audio-Visual and Distance Education Services. All are housed in a central location in Russell Hall. Since each area houses collections of materials readily accessible to its users, the Learning Resources Center (LRC) is composed of three "libraries" with diverse but related functions. The Library provides access to books, periodicals, on-line databases, reference services, and inter-library loan services. The Learning Laboratory provides self-paced instruction and a variety of media to support instruction for individual student use, tutoring, and other student assistance. Audio-Visual and Distance Education Services (AV&DES) provides equipment loan and maintenance, production of instructional materials, planning and consultation for instructional and television programs and services, coordination and administration of the Distance Education **Program** and certificate programs in Radio/Television Broadcast Production, Photography, and Journalism.

A major part of the purpose of the self-study committee evaluating Learning Resources was to determine the adequacy of the purpose, services, collections, staff, institutional relationships, and off-campus access to the resources of the LRC. The committee also studied computer resources and services and instructional support.

The committee's task was to ensure that all areas of LRC meet the requirements listed in the "Educational Support Services" section in the Criteria *for Accreditation Commission on Colleges* published by the Southern Association of Colleges and Schools. As will be shown in the following study, all academic support services are available to all faculty, staff, and college students, whether they take classes on campus or off, and many services are available to members of the community as well.

LEARNINGRESOURCESCENTERPURPOSEANDSCOPE

Mission Statements

A brief mission statement for the Learning Resources Center and a purpose and short descriptive statement for each of the three service areas are published in the 1994-95 College Catalog & Student *Handbook (20-22)* and have been published in all previous catalogs.

In addition, as part of the campus-wide planning process, each of the service areas developed more comprehensive mission statements, which the college administration then reviewed. All of these documents, which are now on file in the offices of the director and each coordinator, form the basis for planning activities for each fiscal year and for evaluating services annually. Succinctly stated, the purpose of the LRC and each of its parts is to support the curriculum and meet the needs of faculty and students for information in print and other media. This overall LRC mission supports and enhances the purpose of the College and is appropriate to a Learning Resources Center in a comprehensive two-year college. However, the academic support services provided by the LRC go far beyond this brief statement.

Determining User Needs

LRC staff use a variety of means to determine which materials should be purchased and which services should be provided. One means is user statistics that provide a historical picture of the materials and services faculty and students have used. Each service area collects appropriate user statistics which form one part of the planning process. For example, data reveal an tncreased usage of newer forms of media, such as Compact Disc-Read Only Memory (CD-ROM), video cassettes, and other electronic media. Another means of determining materials to be selected is the LRC Standing Committee. Since the formation of the administrative structure of the College, this committee has been devoted exclusively to the Learning Resources Center. The committee, which is composed of representatives from each academic division, classified staff, and students, is concerned with the educational policies of the three LRC areas and plans for future services. Another place of input is the College Council. Some members of the LRC staff meet as members of the College Council, where educational trends, college policies and procedures, state mandates, and planning for new programs and courses are freely discussed.

LRC staff also meet with individual faculty and division chairs to assist in developing support materials and services. Additionally, some LRC staff are members of the Curriculum and Instruction Committee, which reviews all course and program changes as well as new courses and programs. Each of these is an element in planning future services for the LRC.

Early in the establishment of the College, the Library staff wrote a policy for guidance in selecting books and other library materials. As the College expanded and the Learning Resources Center became established, this document was revised and expanded. It now is housed in the offices of all three coordinators and the LRC Director and is used as an internal LRC document to guide the selection and purchase of materials ("Southwest Virginia Community College Learning Resources Center Selection Policy"). Its main purpose is to establish standards for quality: it also states that faculty requests are the number one priority. However, whenever an area of the LRC receives funding from a grant source, the language of the grant may mandate priorities.

LRC staff take seriously their responsibility for initiating dialogues with faculty to solicit their involvement in determining materials and services. Staff meet with academic divisions and individual faculty to encourage them to make requests and evaluate materials and services. Any student request for information or service which cannot be immediately met is recorded and included in the planning and purchasing process.

Staff in the LRC must also consider unexpressed user needs. One of the most important functions of the professional staff of the LRC is to remain up-to-date in the new technologies, materials, and services in the marketplace. It is the professional responsibility of the LRC staff to anticipate needs for new goods and services and to introduce faculty and students to new materials and techniques.

EVALUATION

Students evaluate programs, including the materials and services of the Library and the Learning Laboratory, primarily through a questionnaire administered to all candidates for graduation ("Library and Learning Lab Graduation Questionnaire"). Students who are to graduate complete the survey as a part of the application for graduation. One problem of this evaluation is that all students do not graduate. Therefore, this committee **recommends that the**

Library and Learning Lab staff supplement the graduation questionnaire with regular and systematic evaluation of resources and services to ensure that they are meeting the needs of all general user groups and are supporting the programs and purpose of the College.

The results of the graduation questionnaire are provided to the staff, who discuss these findings and incorporate them into the planning process. For instance, the Learning Lab Coordinator discusses questionnaire results with student workers in the Learning Lab to identify barriers to learning and ways to serve students better. The Library staff analyze questionnaire results and review student comments in order to improve point-of-use instruction and reference services. AV&DES regularly administers evaluation forms to all students registered in telecourses and electronic classrooms and to all participants in teleconferences to rate and comment on services, content, and delivery systems. The Coordinator discusses questionnaire results with the staff to determine how to improve delivery and service.

Although no formal evaluation of the LRC has been solicited from the community outside the College, at least one segment of the community, high school students visiting SVCC in formal school visitation in 1990-91, was given the opportunity to respond to questions concerning SVCC. Of those surveyed, 59 percent (690 of 1,166) responded they had previously been on campus to use the Library (Office of Planning and Development, "Survey of High School Seniors Visiting Southwest Virginia Community College 1990-91"). Library statistics show elementary and high school students and community residents regularly use its services.

According to the results of the graduation surveys, 85 percent of students stated that the Library is doing an outstanding job. A survey to collect data for the self-study also indicated high user satisfaction (overall 82 percent). However, the self-study survey showed that within the Engineering Division student satisfaction was not as high (51 percent).

Some areas of the LRC participate in formal classes, such as developmental math and telecourses, for which the teachers are evaluated regularly. From the beginning of the College, the LRC staff have participated in freshman orientation and received satisfactory or better evaluations. The Library invites academic divisions by telephone and letter to meet for a formal evaluation of the Library. Faculty are also asked informally to comment on the effectiveness of LRC services and collections.

An example of the way faculty evaluation leads to change in LRC services is shown by the process for purchasing new technology. After the Technical Service Librarian obtains CD-ROM databases, faculty preview and make recommendations for staff implementation. The Library values faculty input for their insight into student needs. Library staff use all of these means of evaluation in revising procedures and setting priorities.

Although LRC staff and administrators have regularly evaluated LRC collections and services and have actively encouraged faculty input, the LRC staff desire greater faculty participation in the planning and development of collections and services. Since faculty may be unclear as to the extent that their participation is encouraged, the self study committee on Learning Resources **proposes that the LRC mission statements be included in th *Faculty* Handbook. Also,** since faculty members from each academic division make up the LRC Standing Committee, the self-study committee evaluating LRC **proposes that LRC Standing Committee members participate in the annual review and planning for LRC.**

LIBRARY SERVICES

The Library supports the purpose and programs of the College and the LRC by providing its users access to primary and secondary materials. The Library primarily serves SVCC students, faculty, and administration but further serves a diverse population of community patrons generally comprised of high school students, community groups, professional organizations, and others. One service the Library offers is a free library card. As of September 1994, those holding current SVCC Library cards totaled 6,709, including 729 high school students, 73 elementary students, 801 other area residents, and 5.106 SVCC students, faculty, and staff. These library card holders are using the Library, as shown by attendance records. Library staff have kept hourly attendance records since the beginning of the College. These records show that Library attendance has averaged close to 50,000 person hours per year based on hourly headcount for the last ten years ("Library Attendance Records"). As shown by the graduation surveys of students over the past several years, users generally respond positively that both materials and service are accessible.

In order for students to know what services are available, the Library conducts orientation, which is an integral part of a students introduction to the SVCC college experience.

Originally, LRC orientation was a major requirement in STD 100 (Freshman Orientation). For a short period of time, LRC orientation became an optional part of the class. Therefore, the self-study committee assigned to study Learning Resources proposed that the Director of LRC and the Dean of Student Development, Services discuss the restoration of LRC orientation as a part of STD 100.

Institutional Response

Since that time, LRC orientation has again become an integral part of the STD 100 class.

Many students undergo a more focused library instruction program in preparing assignments for classes. In addition, instructors influenced by programs, such as Writing Across the Curriculum and Arts Across the Curriculum, have required bibliographic instruction for classes that traditionally would not have required such work. Normally, the responsibility for providing this orientation service rests with the Information Services area of the Library. However, other staff members are knowledgeable and perform this service if needed. All Library staff are available to offer point-of-use instruction and assistance to students and faculty. Bibliographic instruction and reference assistance are available any time the Library is open.

Further details about orientation to the Library will be provided under the discussion of orientation to the Learning Lab.

Through the years the Library has maintained a schedule of operating its facilities from the current 65 hours per week to a peak of 72 hours. Current operational hours are from 8 a.m. to 9 p.m. Monday through Thursday, and from 8 a.m. to 5 p.m. on Friday. Additionally, the Library is open from 1 p.m. to 5 p.m. on Sunday. According to the "Institutional Self Study Questionnaire 1993-94" administered to students and faculty in the various disciplines across campus, the majority of students and faculty are satisfied with the Library's present hours.

The Library provides a comprehensive record of materials through the use of catalogs, indexes, and bibliographies. The Learning Lab and AV&DES provide comprehensive printed catalogs of their holdings, which are distributed to all full-time and adjunct faculty. Since a comprehensive record of the holdings of the three areas would benefit students and faculty, especially when the automation project is complete, this committee **proposes thatAV&DES and the Learning**

Lab work with the Library to include Learning Lab and AV&DES materials in the Library's automated catalog.

As part ofa comprehensive plan to form a consortium of libraries and the creation of a network of all Virginia Community College System libraries and LRCs, SVCC library staff completed their portion of retrospective conversion in December 1993. The on-line public access catalog (OPAC) should be available in early 1995, and the circulation system should become fully operational by fall of 1995. As the VCCS upgrades the wide area network (WAN), faculty and staff will have access from their computers through SVCC's local area network to access library holdings throughout the VCCS.

In addition, the Virginia Virtual Library project (VIVA) will be implemented in spring 1995 for the purpose of connecting all academic libraries in Virginia. The project will provide Southwest Virginia Community College with one workstation that connects (via Internet) with six doctoral-granting institutions' popular bibliographic and full-text databases. Another workstation using ARIEL software provides inter-library loan and fax capability for shared periodical resources among the networked academic libraries.

Library users have access to periodical and newspaper indexes both in printed and electronic form. The Library has computers which offer the student access to information through a variety of formats. By teaching students to access information, the Library provides the opportunity for students to continue a process of life-long learning. The computer area is composed of public access catalogs, IBM-compatible machines with CD-ROM players, and Macintosh computers networked to a laser printer. The CD-ROM enhancements contain such standard indexes as The *Reader's Guide to Periodical Literature, Humanities Index, General Science Index, Cumulative Index to Nursing and Allied Health Literature, SIRS Full-text Database, and ProQuest Newspaper Abstracts.*

The Library provides microform reader-printers with coin-operated attachments and a copy machine. All Library collections are easily accessible through the Library of Congress Classification System. Current magazines are shelved near the circulation desk in alphabetical order, and back files of magazines and newspapers are available through microform subscriptions. A printed magazine list is available to all library users. The Library has an extensive collection of microfilm titles and subscribes to national, regional, and local newspapers. The Library circulation system, a Gaylord Charging Machine, is still operating and is adequate for the time being but will be replaced with a bar code system within 12 months. The microfilm reader-printer is workable. the copy machine has recently been replaced, and needed'repair for one microfiche reader-printer is being negotiated.

Library staff members work closely with teaching faculty to foster greater use of existing materiais by setting up reserve collections, conducting instruction geared to the particular needs of their students, providing individual assistance when needed, and creating specialized bibliographies.

Whenever users need library sources not available at SVCC, they have access to materials from other libraries through interlibrary loan. To provide this service, the Library has secured written agreements with academic and public libraries in the service region.

The present Library setting was constructed and furnished more than twenty years ago, but it is still attractive and represents the College well. The physical arrangement provides a friendly atmosphere where students can study. However, the Library needs additional space for services, such as conferencing and interlibrary loan, as well as space for storage.

Additional space..for the Library, as well as the other LRC areas, may be available at some time in the future when the LRC/Allied Health Building is constructed. A copy of the architectural drawing for this building, as reproduced in Architectural Design. is located in the Dean of Financial and Administrative Services Office. During the summer of 1993, a preplanning study was completed at a cost of $45,000 ("Invoices for Preplanning for the LRC/Allied Health Building"). The planning included input from personnel who would use the proposed 53,500-square-feet facility, as well as an on-site observation of the work habits of personnel by the architectural team. The State Board for Community Colleges and the Chairman from the Art and Architecture Review Board have approved the plan for the building. Although state funds are not available for this building at present, the State Board for Community Colleges has ranked SVCC in first place for space needs of all community colleges in Virginia. SVCC administration foresees a strong campaign for funds for this building during the 1996-98 biennial budget process.

Library services to off-campus students will be addressed in the section of this chapter entitled "LRC Services at Off-Campus Sites."

Audio-Visual and Distance Education Services is housed in 1,926 square feet (excluding classrooms) of Russell Hall. The department supports the purpose and programs of the College by providing coordination and administration of the Distance Education Program and certificate programs in Radio/Television Broadcast Production, in Journalism. and in Photography, as well as providing a variety of readily accessible materials, both primary and secondary, to students, faculty, and staff.

Television services offered include four computerized instructional channels that broadcast across the campus, allowing faculty and students to schedule video broadcasts in advance. Such broadcasts are scheduled on an average of forty times a week. An information channel, displayed on television monitors strategically located in each building on campus, offers an opportunity for students, faculty, and staff to be aware of special events, activities, club meetings, emergencies, and other pertinent news on a timely basis. AV&DES also offers commercial channels, such as CNN and PBS, fed by a master antenna system and satellite receiving antennas. Television productions and related services are available through a television studio, an editing suite, and dubbing and audio equipment.

SVCC is a leader in Virginia distance education administering two electronic forms of distance education: the electronic classroom and taped telecourses. At the October 1994 Virginia Community College Association annual meeting, SVCC faculty and AV&DES staff gave a presentation using SVCC-produced video tapes to support a demonstration of the College's innovative electronic classroom, as well as SVCC produced telecourses.

Within three years (1991-94) the number of students enrolled in the distance education telecourses and classes grew from 5 students to 453 students. Of the 453 students enrolled in these options during spring 1994, 53 took classes **through the electronic classroom. At present there are five** electronic classrooms: one on the main campus and one each at Grundy. Tazewell, Richlands, and Graham high schools which the College uses for evening classes. Equipment allows students to communicate instantly with the teacher and each other via television screen, telephone, and fax. Students in all locations can interact visually and verbally.

The remaining 400 students took telecourses that are video or audio taped in their entirety. Audio-Visual and Distance Education Services cooperates with the academic divisions in administering 21 distance education telecourses, many of which have been produced by SVCC faculty. Students who register for these classes check out and complete the taped telecourses at their own pace. After an initial meeting with the instructor to receive course materials and directions, students thereafter contact and interact primarily with the Program Support Technician. Testing for the telecourse students, which the Program Support Technician monitors electronically, is done individually at each student's convenience during the regular hours of AV&DES at one of four carrels stationed in the hallway near the AV&DES area.

Students taking telecourses visit the Audio-Visual and Distance Education Services Office from five to eight times per course per term for questions and information on telecourse expectations, testing, and conferencing on grades. Also, students from across the campus use the four carrels to view video tape assignments for more conventional classes. Because students are often in a waiting line for the carrels and because the Distance Education Program is expected to continue to grow. there is a need for more viewing carrels and more space for student testing.

These needs will be met when the Learning Resource Center/Allied Health Building is constructed. However, the need for additional space is immediate. Thus, this committee **proposes that space needs fo AV&DES electronic classroom and newly developed telecourses be included in the renovation plans.**

More traditional programs now being offered under the auspices of Audio-Visual and Distance Education Services are journalism, photography, and broadcasting. The creation of these programs in the fall of 1993 led to additional space needs within the AV&DES area. To make necessary room for lab space, a section of AV&DES office space has been converted into a combination lab area for radio broadcasting and video editing.

Another service that AV&DES has offered since 1983 is teleconferencing. SVCC was among the first community colleges in Virginia with teleconferencing capability. Some of SVCC's faculty and administrators have been presenters for teleconferences, and the majority of the faculty and staff have participated as audience members in teleconferences.

Orientation to AV&DES is provided for freshman students in STD 100. AV&DES also provides orientation through the video tape version of STD 100 for distance education students and others. Evidence that these tapes are well used is shown by results of the "Distance Education Survey" housed in the AV&DES offices. Response from faculty has also been positive.

AV&DES staff provide an updated media catalog, which is distributed to all on-campus faculty and to adjunct faculty through coordinators at the off-campus sites. The catalog is available to anyone upon request.

Audio-Visual and Distance Education Services is open Monday through Thursday from 8:15 a.m. until 7:00 p.m. After 5:00 p.m. a workstudy student, who may contact the Coordinator as needed, is on duty. On Friday the hours are from 8: 15 a.m. to 5:00 p.m.

Equipment, such as overhead projectors, television sets, and screens, are assigned to each classroom and are maintained by Audio-Visual staff. Other equipment is delivered to the classroom as requested ("Audio-Visual Equipment Utilization 1992-93").

LEARNING LAB SERVICES

The Learning Laboratory, which is open during the same hours as the Library, provides orientation for students in several ways. Each semester, the Coordinator invites instructors to bring their classes to the Lab for orientation sessions. During the sessions, media are set up throughout the Lab. The Coordinator makes an initial presentation to each class, welcoming students to the College and introducing them to Learning Lab personnel. After the presentation, the students practice using the computer programs, videos, slides, and filmstrips to become familiar and comfortable with receiving instruction via the programs available. Students receive a printed description of Learning Lab services and a list of personnel from whom they can request assistance. In addition, they are provided a list of media pertinent to classes in the Lab. Instructors are provided forms to use when recommending special instructional concepts for their students. The students bring the forms when they come for help to ensure that they receive instruction in the appropriate areas of need.

In order to help users become independent learners, Learning Lab personnel make special efforts to locate and set up the needed media and then encourage each student to follow the directions thereafter. However, users may ask for assistance whenever needed. Detailed instructions for accessing computer programs are posted next to each computer.

Orientation information is also located in the Library/Learning Lab handbook and cassette tape required in the STD 100 individualized packet. Audio-Visual and Distance Education Services, in cooperation with the Library and the Learning Lab, produced an orientation video tape in 1993. It is used throughout the college community, on-campus and off-campus, to familiarize new users with available services. Visiting high school seniors and current students in orientation classes receive an introduction to Learning Lab services and a tour of the facility.

At present, the Library OPAC provides access to cataloged Learning Lab materials. Users may locate needed materials in the on-line catalog and print call numbers and bibliographic citations. Lab personnel will assist with location and use of materials. Learning Lab materials are listed in the Learning Lab card catalog and in the printed catalog of materials.

Learning Lab users find media and computer software on open shelves available for viewing. Tables and equipment are adjustable to different heights in order to assist persons with disabilities. Equipment is also available to assist visually impaired students to enlarge print of reading materials. Learning Lab materials are checked out at the Library circulation desk.

The Learning Lab is comprised of 620 square feet with seating for 46. Over the last several years, the Learning Lab has planned strategies to use the space efficiently. However, at peak times of the day and on peak days the Lab is crowded to the extent that students have asked for more room on Learning Lab evaluation surveys.

COLLECTIONS

During the process of the recent retrospective conversion and during ongoing evaluation, the library staff observed that the current library collection needs to be increased in some areas in order to support the educational and service programs of the institution equally. There are strengths throughout the collection that are outstanding and that are substantially representative of quality, such as the collections found in the humanities and allied health fields. Numerous factors have contributed to the weakness of collections in some subject areas and to the strength of the humanities and allied health collections. Logically, most of the titles found in the humanities collection are in history and literature. Generally speaking, these titles are not outdated through the aging process as are titles found in the sciences and technical areas. Therefore, materials accumulated over a period of time in the humanities tend to strengthen, rather than weaken, the collection. In the fields of allied health, such as nursing, radiologic technology, and respiratory care, accrediting agencies require that the collections be continually updated. Other areas, such as the physical science area, are adequate but not strong. Science instructors agree that there is sufficient. material in the science area to support curricular offerings. However, due to the pace of scientific discovery and innovative change in the field of basic science and technology, the Library has difficulty keeping these collections current.

Another area of concern is the changing pattern of library use by engineering students. The separation of buildings (before King Hall was constructed, the Engineering Division was housed in the same building as the library) may discourage library use by engineering faculty and students. Also materials in the Library supporting courses taught in the Engineering Division are weaker than in other areas. More emphasis needs to be placed on articulation with those areas of the educational community located in King Hall. As an initial step in dealing with the concern, the self-study committee on Learning Resources proposed that an Intelligent Catalog be placed in King Hall.

Institutional Response

To help resolve this issue, the Coordinator of Library Services met with the Chairman of the Engineering Division to discuss the placement of an Intelligent Catalog in King Hall to give students more convenient access to the Library. Since that time, the committee's suggestion has been carried out.

The committee **proposes that dialogue be continued between the library staff and the Engineering Division to encourage greater faculty involvementin planning materials and services for the use of Engineering Division students.**

Factors contributing to a stasis in growth pattern in the collections of some disciplines have been inflation in the cost, of materials over the years and limited library budgets leading to insufficient book and periodical budget allocations. Another factor contributing to the depletion of the book budget has been the need to purchase technology at the expense of the budget previously allocated for books and periodicals. To help avoid such a reduction, LRC coordinators need to have meaningful input into the initial budget decision process.

Author, Howard L. Simmons, in "Accreditation and the Community College: Challenges and Opportunities" from the 1993 fall edition of New *Directions for Community Colleges* states that the problem of limited library budgets is a recurring one that exists across higher education. Simmons says, "When faced with difficult budget decisions, educational institutions often reduce library and other learning resources." Yet he emphasizes that "community colleges must not cut library and learning resources so drastically that teaching and learning are adversely affected." Again the author points out that "libraries may be least well-positioned to absorb such reductions because a disproportionate amount of their budgets may already be consumed in acquiring costly technical books and journals" (89). At SVCC, a portion of the book budget supplies funds for technology and computers to the detriment of new book and periodical acquisition.

The committee's study of SVCC's library budget led to a review of sources which confused rather than clarified the issue.

First, the State Council of Higher Education for Virginia (SCHEV) publishes an annual technical report entitled *Academic Libraries in Virginia,* which includes statistics for libraries of all public and independent institutions of higher education in Virginia. The Learning Resources Committee noted two areas of statistical comparison concerning Virginia community colleges listed in SCHEV's report: a comparison of the percentage of Education and General Funds (E&G) spent by each community college on its library and a comparison of the actual amount of money spent by each community college on its library. The report ranked SVCC twentieth as to percentage of total money spent (The report showed that SVCC spent 1.60 percent of the E&G Budget on the Library for 1992-93: whereas the College listed 2.66 percent), but SVCC ranked ninth among community colleges in Virginia in actual money spent; SVCC spent $269.610 on the Library in 1992-93 (Academic Libraries in Virginia). According to SVCC's Office of Planning and Development, the E&G as reported by SVCC. $273,753, varies by $4,143 from that reported by SCHEV. SVCC reports that in 1993-94 the Library received $350,119 or 3.14 percent of the total E&G. The SCHEV report is not available for 1993-94.

The committee was concerned at the apparent difference between the SCHEV figures and the College figures. The Office of Institutional Research investigated and discovered that the College and SCHEV use two different budgets to calculate the percentage of E&G being allocated to the Library. The College uses the State Maintenance & Operation Budget, and SCHEV uses Integrated Postsecondary Education Data System (IPEDS). The State M&O does not use grant related or other eat-marked funding, which in itself causes considerable difference between the percentages that the College and SCHEV produce. The State M&O and IPEDS use the same figure for Library expenditures, but the SCHEV report gathers its expenditures from another source. Consequently, the SCHEV rankings do not provide very meaningful comparisons for Southwest Virginia Community College. The actual expenditures for the Southwest Virginia Community College Library from 1983-84 to 1993-94 are shown in the following table:

Table 5.1 .01

LIBRARY EXPENDITURES
1983-1994

	Personal Services	OTPS	Total
1983-84	79,160.60	61,060.37	140,220.97
1984-85	110,544.80	77,090.53	187,635.33
1985-86	132,492.08	36,927.73	189,419.81
1986-87	156,761.86	66,994.07	223,755.93
1987-88	170,001.85	104,340.81	274,342.66
1988-89	183,834.65	135,451.85	319,286.50
1989-90	187,950.45	108,784.24	296,734.69
1990-91	177,815.36	57,804.92	235,620.28
1991-92	184,842.79	73,289.66	258,132.45
1992-93	185,880.89	87,872.11	273,753.00
1993-94	216,713.75	131,405.67	350,119.42

The actual expenditures provide a historical trend line that reflects the financial constraints within the VCCS and at Southwest Virginia Community College in the early 1990's. The committee reviewing Learning Resources believes financial resources have been minimally adequate to provide

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the library collections and data bases required for SVCC's programs. However, because of the painful financial trade-offs and constraints of budgets in recent years, the committee on Learning Resources **proposes that consideration be given to increasing library funding as institutional resources become available.**

Teaching faculty are encouraged to participate in collection development. The library staff meets individually with instructors, sends them materials (book lists, flyers, subject bibliographies, etc.) to evaluate, and schedules meetings with them to assess the Library's collection in their discipline. Members of the faculty are responsible for submitting requests for books within their teaching expertise and respond well when asked to mark choices in catalogs for the Library to order. In the fall of 1994, the Library extended a personal invitation to all divisions to participate actively in purchasing library materials by meeting with a publishers' representative to choose books and materials from a display of books and annotated book jackets covering the full range of academic programs. Policy statements defining faculty involvement in the selection process are currently being revised and will be included in the *Faculty Handbook. The* Library has a written policy governing the selection of material.

The collections in AV&DES are well organized, and the video library is adequate to meet the needs of faculty, staff, and students. The department has in excess of 1,000 titles of educational support videos, 200 16MM films, 200 master audio cassettes, and numerous teleconferences that are uncataloged but available for use. Videos are available for all academic areas as per teaching faculty requests. The video library is updated as the needs are made known and as money becomes available. The College's lease agreement with Encyclopedia Britannica allows the faculty to exchange films/videos. The Office of Audio-Visual and Distance Education Services surveys all on-campus teaching faculty annually to determine their media instructional needs.

Collections of materials in the Learning Lab are available for all academic divisions and most programs of study. Video cassettes, audio cassettes, CD-ROM, slide sets, and kits are listed in a printed media catalog and are well organized and accessible to students and faculty. Equipment, including MS-DOS and Macintosh computers, allow utilization of all media in the Learning Lab. The Learning Lab Coordinator maintains contact with instructors regarding needs for instructional media. Budgets are insufficient to purchase all requested materials, but new materials requested by faculty are purchased as funds become available either through the regular budget or occasionally through grant funds which provide opportunities to increase in some academic areas.

STAFF

As shown in the LRC Organizational Chart 5.1.01 on the following page, each area is headed by a coordinator, who reports to the Director of Learning Resources, who in turn reports to the Dean of Instruction.

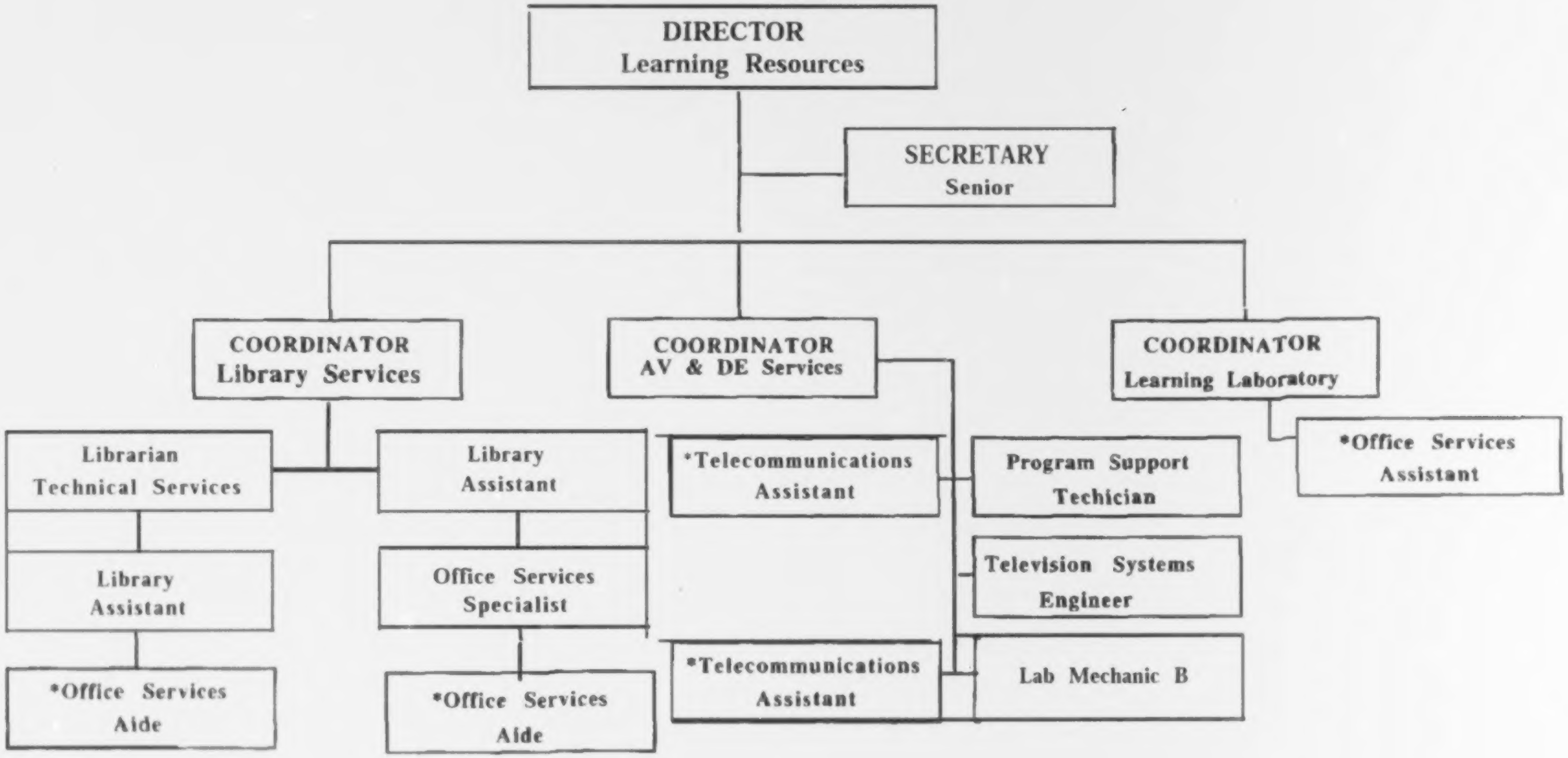
Professional librarians and other professional staff in the LRC hold faculty rank and receive annual contracts and salary commensurate with rank. The LRC staff are subject to the policies published in the *Faculty Handbook* including due process.

Following the organizational chart, Table 5.1.02 shows that the current members of the LRC staff meet or exceed academic and work experience requirements for each position established within the division. The table lists the responsibilities of each position in the LRC.

Over the past several years the College has experienced periods of growth and decline in personnel. Economic conditions, both state and national, have played an important part in the fluctuation of financial support for the College, and financial support obviously tends to drive personnel. During one of these periods of budget constraint, the College experienced a state mandated reduction in personnel. As a result, LRC lost one professional position and one and a half clerical positions. To compensate for these positions, the Coordinator of Library Services reassigned existing personnel and altered job descriptions to meet this crisis. At most, it was thought to be a stop-gap measure. However, through the intervening years, these changes became part of the status quo. Therefore, the self-study committee evaluating Learning Resources **proposes that SVCC administration evaluate the adequacy of staffing for the Library.**

Chart 5.1.01

LEARNING RESOURCES CENTER


DIRECTOR
Learning Resources
SECRETARY
Senior
COORDINATOR
Library Services
COORDINATOR
AV & DE Services
COORDINATOR
Learning Laboratory
Librarian
Technical Services
Library
Assistant
Library
Assistant
Office Services
Specialist
*Office Services
Aide
*Office Services
Aide
*Telecommunications
Assistant
*Telecommunications
Assistant
Program Support
Techician
Television Systems
Engineer
Lab Mechanic B
*Office Services
Assistant

*Denotes Part-time Personnel

Table 5.1.02 - LRC Personnel			
Title	**Qualifications**	**Years of Experience**	**Primary Responsibilities**
LRC Administrative Office			
Director of Learning Resources/Affirmative Action Officer	MA CAGS EdD	25–SVCC	Overall supervision and management of the LRC.
Secretary Senior	AAS	9–related experience	Office management and secretarial duties.
Library Staff			
Coordinator of Library Services	MLS Additional graduate work in community college education	27–SVCC 6–other	Total operation of the Library and related services.
Technical Services Librarian	MA MSLS-Add. work in history, research, & higher ed	22–SVCC	Effective technical services component. Library policies formulation & implementation, Library services plan, Library budget management.
Library Assistant for Technical Services	AAS	15-SVCC	Catalogs all library materials, supervises processing, and assists the Technical Services Librarian.
Information Services Library Assistant	BA	15–SVCC	Information services, including orientation, reference, and interlibrary loan.
Program support Technician	AAS	4–SVCC	Circulation services, including file and database management, patron assistance.
Program support Technician for Technical Services (part-time)	AAS AAS	1–SVCC	Technical service assistance to Technical Services Librarian in acquisition and receipt of materials and supplies and at circulation desk.

Evening Information Services **Assistant (part-time)**	BS	1-SVCC 12-high school librarian	Library and Learning Lab operation at night.
Learning Laboratory Staff			
Learning Laboratory Coordinator	MA EdD	22-SVCC	Total operation of the Learning Laboratory and related services.
Office Services Assistant (part-time)	BS	1-SVCC	Learning Lab operations as assistant to Learning Lab Coordinator.
Audio-Visual and Distance **Education Services Staff**			
Coordinator ofAudio-Visual and Distance **Education Services**	**MA**	**22-svcc**	Distance Education Program; all media-related services and programs.
Television Systems Engineer	Specialized work-related experience	11-SVCC 40-related	All technical operations and maintenance for AV&DES programs, including troubleshooting and repairing all mechanical, electronic, and electrical equipment.
Laboratory **Mechanic** B	Specialized work-related experience	8-SVCC	Delivery of AV equipment and materials: inventory, cleaning, and preventative maintenance of all AV equipment; instructional channel programming: teleconference & off-air recording: dubbing.
Telecommunications Assistants (2) (part-time)	(1) BA (2) BS	3-SVCC previous related experience.	Telecourse production and all related electronic classroom facilitation, including developing program ideas and preparing materials with faculty.
Program Support Technician	AAS	14-SVCC	Distance Education telecourses and teleconferences implementation.

INSTITUTIONAL RELATIONSHIPS

The three service areas of the LRC have several formal and informal relationships with other colleges, networks, libraries, and academic groups. The Library has five formal agreements with other libraries: Virginia Intermont College, Bluefield College, Buchanan County public Library, Russell County public Library, and Tazewell County public Library. These are reciprocal agreements which formalize access to facilities, services, and materials for the users of both the SVCC Library and the signatory libraries. In each case there is a formal, signed agreement on file in the Coordinator's office. The language of each specifies that the agreements are subject to annual review and can be terminated by either party.

The Library is a member of Southwest Information Network Group, Inc. (SWING), Virginia Library Association (VLA), American Library Association (ALA), and Southeastern Library Network, Inc. (SOLINET). Membership dues are required each year, and the SVCC Library must abide by the bylaws and requirements of the organizations. Each organization or network provides access to materials or services that enable the Library to meet its obligations for service. For example, membership in SWING almost precludes the necessity for reciprocal agreements with the five libraries named above. The SWING Bylaws support interlibrary loan and cooperative reference services. Two other advantages to SWING membership are the purchasing discounts negotiated with library vendors and the opportunities for staff training.

Audio-Visual and Distance Education Services belongs to other educational groups and networks. ALSS Satellite Service, PBS Adult Learning Satellite, East Coast Community Colleges for Media and Telecourses, and Virginia Instructional Technology Association provide access to telecourses and teleconferences, group buying discounts, and joint purchasing. In addition, the Chancellor's Task Force for Virginia Distance Education Network (VDEN) has established agreements among the colleges in the VCCS so that students enrolled in any community college may take a telecourse Offered by any other VCCS college Audio-visual and Distance Education Services also participates in licensing agreements with New River Community College, Northern Virginia Community College, and Dabney S. Lancaster Community College to lease or purchase courseware jointly. The Learning Lab participates in the

Region I Literacy Coordinating Committee and other loosely federated networks to share knowledge and courseware. Agreements are in place for the delivery of SVCC evening classes through electronic classrooms at four off-campus locations: Graham, Grundy, Richlands, and Tazewell high schools. The College has had fiber optic cables installed to implement the use of electronic classrooms.

In 1994 SVCC entered into an agreement for Old Dominion University (ODU) to offer upper division coursework through satellite. Initial programs, which began in the fall of 1994, were Business Administration/Management, Criminal Justice, Health Sciences/Health Care Management, Professional Communications, Nursing (RN to BSN), Human Services Counseling, and Engineering Technology (Civil, Electrical, Mechanical).

The agreements with other colleges, libraries, and institutions and the cooperatives and networks to which the LRC areas belong are a logical extension of efforts to supply materials and services to all SVCC students and faculty. These agreements, which are evaluated before renewal annually, are located in the Office of the Library Coordinator. SVCC has agreed to provide library service to area residents who are students at Virginia Intermont, Bluefield College, and Old Dominion University. These colleges have agreed to reciprocate in kind. Local public library patrons have the same access to the College Library that SVCC students have to local libraries. These institutional relationships are not used to avoid responsibility but to seek alternative avenues for providing quality service.

LRC RESOURCES FOR OFF-CAMPUS SITES

Students enrolled in off-campus classes have access to all on-campus learning resource materials. The Library and Learning Lab are open 65 hours a week in order to accommodate students. To extend services to off-campus students and on-campus night students, as well as the traditional students who may need to work at these convenient times, the Library and Learning Lab extend their hours to 9:00 p.m. Monday through Thursday and open on Sunday from 1:00 to 5:00 p.m. Audio-Visual and Distance Education Services remains open until 7:00 p.m. Monday through Thursday.

Each fall at an adjunct faculty orientation workshop, LRC staff are allotted time to acquaint these instructors and administrators with policies and procedures that govern the selection and delivery of and access to materials to support their classes and programs. The LRC staff distribute to instructors handouts consisting of periodical holding lists and indexes, several individual library information sheets, and AV&DES and Learning Lab printed catalogs. Much significance is placed on LRC and Library involvement and the way that classes taught off-campus can be enriched.

A point that is given considerable emphasis is the availability of Library orientation for off-campus students. Instructors of off-campus classes are encouraged to schedule an orientation session as one of their regular class meetings. When an instructor requests such a session, one of the full-time staff members meets with the class. English classes that are taught off campus are especially targeted for Library orientation. Also available to all students is the STD 100 video presentation designed to acquaint students with the many services and collections of the LRC.

LRC staff work to ensure that Off-Campus students and faculty have equal access to materials and services. However, in spite of these attempts, degree-seeking students who are taught primarily off-campus may miss an orientation to the three areas of the LRC. Therefore, this committee **proposes that LRC staff implement a plan to ensure that all degree-seeking students have access to LRC orientation.**

Upon request, Audio-Visual and Distance Education staff make arrangements to have materials delivered to off-campus sites and also, upon request, place audio-visual equipment permanently at the off-campus sites when equipment is available or as funds become available to purchase designated equipment. AV&DES staff also provide an annual inventory and preventive maintenance service.

Although off-campus students receive full service by coming on campus, off-campus students and faculty at the Harold Smith Training Center need easy access to cataloged holdings for the SVCC Library. Although all off-campus sites will have access to complete Library holdings when the new VCCS automated Library Network is implemented in 1995, student and faculty needs should be met in the interim. As a first step, because of the distance and difficulty of travel to the Center and nearby areas where SVCC classes are taught, this committee recommended that an Intelligent Catalog be placed at the Harold Smith Training Center.

Institutional **Response**

Since the time of this recommendation, the Library has placed an Intelligent Catalog at the Harold Smith Training Center to be used until a computer modem replaces it.

Since serving students at off-campus locations is more difficult and since LRC staff have formal contact with adjunct faculty only once a year, the committee evaluating Learning Resources **recommends that the Coordinator of Library Services evaluate and improve support services to off-campus sites.**A dialogue with public libraries serving off-campus students should be ongoing.

INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS

Information technology is of prime importance at SVCC. The College has an objective that all faculty and staff will have a computer to facilitate their work. Computers are now in 95 percent of all faculty and staff offices. The College is in the third phase of plans launched in 1989 to develop a college-wide local area network (LAN), to provide faculty/staff access to the VCCS distributed computing network and the INTERNET, to install an integrated telephone system, and to establish an interactive video classroom network across the service region.

Information technology supports institutional planning functions and educational programs in a variety of ways. Administratively the college community uses computers routinely for word processing, database management, and desktop publishing. Faculty and staff can access an electronic "fact book" produced by the Office of Planning and Development and an administrative calendar from the President's Office on a file server of the College's LAN. The Office of the Dean of Instruction sends daily updates of the next day's special events schedule showing times and rooms via campus e-mail. The Office of the Dean of Financial and Administrative Services has created a wide array of basic forms (e.g., purchase requisition, travel) that save time in preparation. Personnel routinely share documents electronically through the LAN. Faculty submit grades on scanable forms that have eliminated the tedious process of keying in grades. The Institutional Research Officer prepares surveys in a scanable format that allows for rapid, accurate scoring and greater flexibility in subsequent classification and analysis of results. Such capabilities allow the College to plan and manage its affairs more effectively and to make a few small, but significant steps toward a paperless work environment.

The role of information technology in the educational programs of the College is expanding greatly. As mentioned earlier in this chapter under “Services,” the Learning Resources Center of Southwest Virginia Community College uses computers for video production in creating charts and graphs and for the Distance Education System in the Electronic Classroom. The Learning Lab is equipped with computers for individual and group users during its hours of operation. The Macintoshes and PCs are used for computer instruction, word processing, and programs for courses in business, math, nursing, social sciences, and English. The Library offers students a wide variety of computers, such as six PCs with CD-ROM, six Macintosh computers that are networked to a laser printer, and on-line services to meet the needs of student and faculty research. As described earlier under “AV & DE Services,” the College participates in the Southwest Virginia Education and Training Network, which will some day provide interactive video classroom links for all high schools, community colleges, and senior institutions throughout the Ninth Congressional District of Virginia.

In addition to the information technology available in LRC areas, students have access to a Developmental Reading and Writing classroom with computers and the Humanities Computer Writing Center (HCWC) in Buchanan Hall, a DOS-based Autocad Lab, a combination Mac/Apollo Lab. and four classrooms with computers in King Hall, and in Russell Hall three business classrooms equipped with microcomputers and one lab with computer terminals connected to the main frames. A replacement lab for Russell Hall is included in renovation plans. Through such resources and the academic requirements of each program, students at SVCC are provided the means to acquire the basic competencies in the use of computers they will need in the world of work.

In Buchanan Hall the Developmental Reading and Writing classroom has 18 computers, 5 printers, and an instructor’s portable station with computer, overhead projector, and Liquid Crystal Display (LCD) panel. In addition to word processing, the Reading and Writing lab is used for specific drills in reading and writing language skills development in a self-contained classroom.

The open Humanities Computer Writing Center has 30 student work stations and three faculty stations; image and character recognition scanners: dot matrix, ink jet and laser printers: and external CD-ROM players. The student computer work stations have internal CD-ROMs. Students who use the computer facilities of the HCWC as part of their

English class experience may have access to their own e-mail account with which they can communicate with others in their class as well as the instructor. Other methods of collaborative learning are also employed as a routine part of the HCWC's operation.

Beyond computer use in English courses required by all students, most academic programs include courses that require students to develop computer competencies. This pattern is particularly evident in Computer Information Systems, Office Systems Technology. Drafting and Design, Electronics, and Computer Electronics, but there are also modules imbedded in at least some courses of most other programs that promote basic computer competencies. For example, students in Accounting must work with electronic spreadsheets, those in Machine Tool Operation and Welding gain experience with programmable robotic equipment, and those in Automotive Technician Operations must work with the computerized electronic components of modem vehicles.

Faculty and staff also have local and statewide electronic mail, the on-line Student Information System, and INTERNET access. Via these network systems, faculty have direct access to student records, to class rosters, and other pertinent advisement information. SVCC can send messages not only across the campus, the state of Virginia, and the United States but around the world. The College is installing a fiber optic backbone that will Increase speed of computer network access considerably and is planning for student electronic mail accounts to provide alternative access to faculty by computers. These accounts will also give students access to the INTERNET.

In addition to the computer network, the core of the College's information technology, SVCC went on-line in 1991 with an integrated telephone system featuring voice mail, automated attendant, and the ability to have direct Inward dialing to each telephone on campus. The problem of unattended phones was virtually eliminated overnight. The flexibility of this system also allows faculty and staff to access the College's LAN and WAN from home with their computer and a modem.

All these technological innovations would be useless to the college community without adequate training for faculty and staff. When the Meridian Communications Services was installed in the phone system in 1991, competent personnel provided comprehensive hands-on training for all faculty and staff. During the past five years it has been rare for a month to go by without the Computer-Assisted Instruction

Coordinator, the Office of Information Systems staff, or AV&DES personnel providing a training session on some aspect of the information technology described above.

It should be evident from the previous narrative that appropriate information technology resources are available on the SVCC campus. The College understands the importance of providing these resources as needed for all programs wherever they are located or delivered. At off-campus sites rented by the College, the Office of Information Services staff have Installed computer labs appropriate for courses at each location. To ensure access to computers, the College has taken the initiative to develop agreements with high schools where courses are offered in the evenings. Student Development Services personnel have the capability to conduct dial-in registration of students and to access student records for advisement.

To provide further access to off-campus students, the Humanities Computer Writing Center is normally open from 8: **15** a.m. to **5:00** p.m. Monday through Friday, but the lab is also open several evenings a week until 8:00 p.m. The exact evening schedule is adjusted each semester to meet the needs of the evening program. The schedule is posted on the HCWC door. Additionally, HCWC extends hours at faculty request. For example, HCWC's coordinator has conducted Saturday and evening sessions to enable off-campus English classes to take advantage of the computer facility. Also, evening instructors may request additional time for their students. Students from all divisions, faculty, and members of the community have easy access to computers in the Learning Lab and the Library since these two LRC areas are open more hours, including weekends and evenings, than any other area on campus. However, arrangements can be made in advance for using other campus labs during evenings and weekends.

With all the access that is currently and will increasingly be available, security of information technology networks is a real issue for SVCC and educators around the world. This concern is addressed in policies that the Office of Information Services has established for the College. Access to the VCCS's Student Information System is strictly controlled under the terms of these policies that specify how accounts are established, procedures for password protection, and those who are authorized to have access. Campus e-mail and voice-mail are also password protected and managed by college personnel.

The College is indeed becoming a desktop community. Even the bookstore offers software to faculty, staff, and students at sharply reduced rates. A Network Manager, one part-time technician. and one part-time programmer work at keeping all of the computers and computer systems in order. The procedures manual for the Office of Information Services recommends that, "with such a large percentage of the campus networked, and the high volume of work remaining to be done in automation," that both part-time positions should "be converted into full-time positions" (15). This committee agrees that the work load appears to be heavy and therefore **suggests** that administration of **SVCC** evaluate staffing **for** computer servicing and assistance.

The administration has planned effectively for large system-wide innovations and has dealt with most day-to-day issues of repair, acquisition, and use of computers. There is a procedures manual and a verbal policy of first-come, first-served exist: however, there is no written policy regarding priorities for acquiring, repairing, and using computers. Therefore, this committee proposes that clear and consistent policies dealing with computers be put in writing. Such policies should more explicitly take into consideration the allocation and use of information technology. For example, user statistics from the computer labs should be kept to establish priorities. The Humanities Computer Writing Center keeps such usage records. Faculty and staff also need a written policy to deal with immediate and future obsolescence of computers. Finally, they need guidance for such simple matters as where to borrow portable computers for use on professional trips and for use at home in writing lengthy documents important to the College. The language of these policies must also include procedures by which these policies will be regularly evaluated to ensure academic and administrative needs are adequately addressed in the future.

As with any new technology, SVCC will need to keep computers up to date and serviceable in order to remain current in this vital area. For example, business students who use the Learning Lab computers could not, until very recently, run their programs using Word Perfect 6.0 Windows on the PCs in the Learning Lab. Also because the Business Division teaches classes in their computer labs, computers are not available for other student use during class hours. Thus, there is a need for additional computers and equipment, such as CD-ROM, sound boards, and computer software, in the Learning lab. Also, some computers for student use in the Library need to be updated since one or more computers are often inoperable. Because of the age of these computers, equipment failure rates and necessary repairs are high.

The College is already addressing some of these needs. In 1994, administration provided a special allocation of $33,200 for new library computers. Also, equipment trust funds in the amount of $10,000 are expected to be released in 1995 for library computers. In 1993, however, the Coordinator of Library Services had to make the painful decision to transfer $8,000 from the book budget to up-grade the five computers which support the on-line Library catalog. All three areas of the LRC are intensive users of technology. and since technology is not Included specifically in budgeting for these areas, the committee sees a need to anticipate crises even though money is usually forthcoming when needed. Historically, such funding can be accomplished more readily near the end of the fiscal year. Obligating funds at the beginning of the fiscal year may be difficult since a decrease in FTES for the fiscal year necessitates the return of funds to the State. When the College meets its enrollment projection, funds are then available at the end of a fiscal year. Therefore, the committee **proposes that the three coordinators work with the administration to include technology in the LRC budget for all three areas.**

INSTRUCTIONAL SUPPORT

Instructional support is provided institutionally through many areas of service to SVCC students and faculty.

One area is laboratory services. In addition to the computer labs and Learning Lab discussed in the above sections, SVCC uses laboratories in the following areas: biology and chemistry (both on and off campus), typing, painting, pottery and leather crafts, welding, diesel mechanics, machine shop, environment/geology, respiratory care, nursing (both on and off campus), and radiology. In addition, the on-campus Tutorial Lab offers students one-on-one assistance in subject areas where help is needed. Student tutors also help faculty in developmental classes, and the newly created Center for Teaching Excellence is beginning to offer faculty resources.

Faculty, staff, and students have access to educational equipment and duplicating services in both on-campus and off-campus facilities. Staff Services offers duplication services, supplies (folders, pens, pencils, legal pads, etc.), and printing services (brochures, flyers, etc.) to faculty and staff. Faculty and staff have access in all divisions to copying machines for document duplication and for transparency making and to Scantron machines for rapid grading of objective tests. Students have access to coin-operated copying machines now located in Russell, Tazewell, and Buchanan halls. All off-campus sites have duplicating machines available to adjunct faculty through SVCC agreements with the various sites. Also the Office of Evening Offerings duplicates material for adjunct faculty on request.

The equipment used for instructional support in the LRC, including AV&DES equipment for on- and off-campus use on request, was evaluated earlier in this section. Equipment is also available on campus through academic divisions and other areas. The Humanities and Social Sciences Division has two portable televisions with VHS capacity, Continuing Education has three portable VHS players with TV screens, the Natural Science and Mathematics Division has one VHS-TV-Computer combination, Human Resources has one portable VHS player with TV screen, Police Science has one VHS with screen, and King Hall has five TV monitors and five big screen projectors. Off-campus sites have video players, audio tape players, and projectors that are available to SVCC classes through agreements.

Yet another area of instructional support that includes all divisions is secretarial assistance. With the change in technology in all divisions across the campus, secretaries have been assigned additional responsibilities, such as entering all course data for registration purposes, processing student excessive absence forms, and other duties formerly handled outside the divisions. The issue is a complex one in that the increasing opportunities for use of technological devices for accomplishing routine tasks have altered some of the responsibilities of faculty, administrators, and classified staff. For example, faculty can perform many responsibilities traditionally assigned to division secretaries, such as taking phone messages, typing and sending inter-office messages, and typing revisions of course syllabi and other documents by way of voice mail, electronic mail, and word processors. The local area network also provides complete and up-to-date student, class, and schedule information which greatly increases the efficiency of advising students. The majority of faculty members who have asked for computers have a networked personal computer with voice mail and electronic mail; however, not all faculty who have computers have been successfully trained to use all of the available technology. Other accessible avenues for clerical assistance include Staff Services and student workers. In short, faculty have been given increased access to computers, software, printers, e-mail, voice mail, and copy machines, but not increased secretarial assistance. Some faculty have expressed concern about the lessening of available secretarial assistance.

Therefore, this committee **proposes that the College evaluate the components of instructional support including laboratory services. equipment, and the decline in the availability of clerical assistance resulting in part from the increas in technological devices and the changing role of division secretaries.**

CONCLUSION

The committee has studied the adequacy of the LRC purpose, services, collections, staff, institutional relationships, and off-campus access to resources and has concluded that the LRC. which has the task of maintaining and enhancing the purpose and mission of the College by supporting the curriculum and determining the articulated and inarticulated needs of faculty and students, has acquitted itself well.

The largest area of the LRC, the Library. has kept current with the development of technology appropriate to a community college. In 1989 the Library acquired an on-line public access catalog (OPAC) and has continued to add other stations as well as other information technology, such as CD-ROM bibliographic, full text, and other data bases. Being responsive to faculty requests, the Library will buy those requests that can be worked into the budget. The Library has established good communications and close working relations with the academic divisions.

In yet another area of the LRC, the Learning Lab Coordinator has played a leadership role in developmental studies education for the entire campus. The Learning Lab has offered media support for every academic division and has worked well with faculty to meet individual student (including facilities for the physically impaired) and classroom needs.

AV&DES has coordinated and developed the delivery of education services since the early years of the College and has progressed from the initial concept of hand delivering equipment and software to classrooms to the delivery of educational materials and courses electronically to all on-campus classrooms and every off-campus site. AV&DES has designed and built an electronic classroom and has produced entire electronic courses using SVCC faculty and equipment.

Computers are more than adequate for a community college. All faculty have access to computers; 95 percent of faculty have computers in their offices through which they have access to student records needed for advisement and electronic mail. Students have access to computers through numerous campus labs. Computer training is available for faculty, and students may take computer classes or else learn a basic use of computers through English classes, even developmental English classes.

Collections of materials and available services from all sources are more than adequate to meet the purpose and goals of Southwest Virginia Community College.

EDUCATIONAL SUPPORT SERVICESLEARNING RESOURCES

Recommendations, Suggestions, and Proposals

- This committee **recommends** that the Library and Learning Lab staff supplement the graduation questionnaire with regular and systematic evaluation of resources and services to ensure that they are meeting the needs of all general user groups and are supporting the programs and purpose of the College.

- The committee **proposes** that the LRC mission statements be included in the Faculty Handbook.

- The committee **proposes** that LRC Standing Committee members participate in the annual review and planning for LRC.

- This committee **proposes** that AV&DES and the Learning Lab work with the Library to include Learning Lab and AV&DES materials in the Library's automated catalog.

- The committee **proposes** that space needs for AV&DES electronic classroom and newly developed telecourses be included in the renovation plans.

- The committee **suggests** that dialogue be continued between the library staff and the Engineering Division to encourage greater faculty involvement in Planning materials and services for the use of Engineering Division students.

- The committee **proposes** that consideration be given to increasing library funding as institutional resources become available.

- The committee **proposes** that SVCC administration evaluate the adequacy of staffing for the Library.

- The committee **proposes** that LRC staff implement a plan to ensure that all degree seeking students have access to LRC orientation.

- The committee **recommends** that the Coordinator of Library Support Services evaluate and improve support services to off-campus sites.

- This committee **suggests** that administration of SVCC evaluate staffing for computer servicing and assistance.

- This committee **proposes** that clear and consistent policies dealing with computers be put in writing.

- The committee **proposes** that the three coordinators work with the administration to include technology in the LRC budget for all three areas.

- The committee **proposes** that the College evaluate the components of instructional support including laboratory services, equipment, and the decline in the availability of clerical assistance resulting in part from the increase in technological devices and the changing role of division secretaries.

COMMITTEE

Pansy Waycaster Chair	Associate Professor, Mathematics
Linnea Olson Writer	Associate Professor, Single Parents, Homemakers, and WIT Programs Director
Donald Bartholomay	Associate Professor, Biology
Curtis Breeding	Assistant Professor, Mine Health and Safety
Jereial Fletcher Liaison	Associate Professor, English
Ronnie Kiser	Campus Security Supervisor
Maggie Lilly	Office Services Assistant, Admissions Office
Terry Long	Instructor, Admissions Counselor. Art Photography and Media Specialist
Donna Miller Recorder	Executive Secretary to Dean of Student Development Services
Rod Moore	Associate Professor, Director of Admissions, Records, and Financial Aid
Phyllis Roberts	Alumni Program Coordinator
Ginger Robinette	Office Services Assistant, Continuing Education and Community Services
Brenda Robinson	Office Services Assistant, Continuing Education and Community Services
Melissia Thomsbury	Program Support Technician, Student Support Services

INTRODUCTION

The self-study committee assigned to evaluate Student Development Services (SDS) at Southwest Virginia Community College (SVCC) accepted the responsibility of ascertaining whether or not SVCC's Student Development Program complies with SACS Criteria for accreditation. In order to accomplish this task effectively, the committee, comprised of representatives from faculty. administration, and classified staff, used several strategies to collect data. Members of the committee reviewed the assigned areas of responsibility in the SACS Criteria and college policies and procedures; gathered and analyzed information; generated questions for surveys: conducted personal and telephone interviews: and consulted with other discipline experts across campus. Then the committee diagnosed and evaluated the strengths and challenges of each Student Development Services area.

Sources used included the following: VCCS *Policy Manual* SVCC Local *Board Policy and Procedures Manual,* the 1994-95 Catalog & *Student Handbook, SVCC Self-Study Report 1983-85,* SVCC Financial *Aid Policies and Procedures Manual,* SVCC *Student Activities Handbook, Giving Direction to the Future: Southwest Virginia Community College's Master Plan, Annual Reports and Operational Plans* (Volume 25, Part 2), and SVCC brochures. The committee also reviewed proposals from the grant areas within the division, divisional course outlines and evaluations, and student, staff, and faculty feedback. In addition, results and analyses by the Office of Planning and Development from the 'Student Questionnaire 1993-94," "Off-campus Student Questionnaire 1993-94," "SVCC Graduate Survey of the Classes of 1972-1993," and "Student Development Services Internal Survey Related to SACS Criteria" guided the committee in making decisions. Another investigative resource was the continuing availability of the Dean of Student Development Services, along with the professional and classified staff of the Student Development Services Division.

SCOPE AND ACCOUNTABILITY

At Southwest Virginia Community College student development services coexist with the educational programs in a partnership that fuses academic and personal goals as illustrated by the purpose statements presented below. The SVCC Statement of Purpose reads in part:

> Educational opportunities are provided for adults as well as college-age youth. These include quality instructional associate degree, certificate and developmental courses. A counseling program and other student services are also provided to assist the student with decisions on occupational, educational, and personal goals. (SVCC Catalog & Student *Handbook,* 1994-95, 1)

The purpose statement of the SDS Division echoes this relationship in these words:

> Student Development Services is an essential partner with the academic program of the College in moving students toward their educational goals. The well-represented range of services at Southwest Virginia Community College is planned to meet students' needs by allocating college resources toward the intellectual, social, cultural, physical and moral development of students.

Student development services begin with the student's initial contact at the time of application and continue through graduation and even beyond into alumni services. Major services, such as admissions, registration, record keeping, financial aid, orientation, counseling. career guidance and placement testing, drug and alcohol awareness, services for the physically impaired, and alumni affairs provide a holistic student environment when coupled with the College's educational offerings.

One good example showing how the two areas of the College work in partnership is Project INFORM, an interdisciplinary admissions recruiting team approach, which combines the expertise of faculty and Student Development Services personnel as they present recruitment materials to prospective students and answer their questions in a personal, systematic manner. This approach creates a continuous opportunity for faculty and Student Development Services personnel to interact concerning the educational goals and procedures of the institution.

The College's approach to extracurricular and co-curricular activities provides another example of the partnership. Under the leadership of the Office of Student Activities, the College brings together teaching faculty and personnel from the Division of Student Development Services to provide extracurricular and co-curricular opportunities for student involvement in campus life, such as student government, student publications, intramural athletics, club sports and organizations, international education events, and an interdisciplinary SVCC Speakers Series. For example, the SVCC Speakers Series coordinates events that complement academic classes. The following events illustrate the diversity of the Series' interdisciplinary focus. A National Opera Company performance about nineteenth century Italy addressed content taught in music, literature, and western civilization classes. An area college president shared some experiences with political science and US history classes. A guest speaker from Russia spoke with environmental science, English, speech, sociology, art, western civilization, business, and honors program faculty and classes.

Other examples of the partnership between the two areas of the College working toward total student development may be seen in the role of certain faculty voluntarily serving as advisors to student clubs and organizations. During 1993-94 Phi Theta Kappa, advised by faculty from the Humanities, Business, and Science areas: Phi Beta Lambda advised by a member of the Business Division; and Student Government advised by the Co-Curricular Activities coordinator, addressed scholarship, leadership, and community activities for students. In the same year, both Phi Theta Kappa and Phi Beta Lambda received national recognition. Another example is the Art Club, which complements the art curriculum through trips to the National Galley of Art, the Richmond Museum of Fine Arts, and the Roanoke Museum of Fine Arts.

The College further confirms its commitment to a partnership between academic and student development services toward promoting a holistic educational environment for students by allocating two hours of noninstructional time (Activity Period) during the week for students and faculty to participate in clubs and other extracurricular and co-curricular activities, such as volleyball tournament, three-on-three intramural basketball, SVCC faculty/staff art exhibit, SGA hot dog lunch, or other club sports activities. The holistic philosophy is further reflected in that the various extracurricular and co-curricular activities are open to all students through the policy of equal opportunity without regard to race, color, creed or religion, sex, age, national origin, military status, handicap, or other factors prohibited by law. Having such a diversity of activities in an environment that encourages participation and does not discriminate shows that both the SDS Division and faculty recognize that a college education includes not only intellectual development but also cultural, social, moral, and physical development.

GOALS

The Division of Student Development Services is divided into units according to their mission and purpose. These units, which consist of Alumni Affairs, Career Development, Counseling/Co-advising, Financial Aid, Student Activities, Veterans Affairs, Admissions and Records, Student Support Services, Talent Search/AmeriCorps, and Single Parents, Displaced Homemakers and Single Pregnant Women Program (hereafter referred to as Gender Equity Center), have developed programmatic goals, which are evaluated and updated annually. Collectively these goals form the divisional goals.

This committee found that the goals of the units of the SDS Division are consistent with the overall purpose of the College. Student needs, as determined by an initial interview, standardized testing (such as ASSET, TABE, SAT, and ACT), student and faculty feedback, graduate questionnaires, and follow-up studies, guide the development of these goals and provide the framework for the services the SDS Division offers. For example. one of the College's goals, "to enhance and improve student life and activities" ("1992-93 Annual Report with SVCC Operational Planning for 1993-94") emphasized the College's focus on addressing student needs and providing leadership toward improving the quality of student life. This goal decidedly parallels the unit goals of the Division of Student Development Services. Beginning in 1993-94, the Dean of Student Development Services began identifying planning priorities to serve as organized goals for Student Development Services. For 1993-94, the Division identified the following planning priorities: improving systems for admissions/registration, strengthening the financial aid process, facilitating student retention, evaluating effectiveness of counseling/advising, developing measures/indicators to assess quality, and enhancing career development activities.

For goal setting and evaluation, as well as leadership and problem resolution, the units collectively use the SWOTs (Strengths, Weaknesses, Opportunities, Threats) model. This planning process incorporates individual and team evaluation. All units use this planning and evaluation process, but grant programs, such as Gender Equity, Student support Services, and Talent Search, simultaneously formulate program goals and effectiveness standards by incorporating externally mandated federal or state requirements.

Written documents, such as unit goals, administrative planning priorities, and working calendars, provide evidence linking the goals of the SDS Division to the broader institutional mission. In-depth working calendars, which each unit developed for the 1993-94 academic year, demonstrate how the goal process guides and coordinates divisional plans and operations. These working calendars reflect assessment and planning efforts which continually occur within the division through feedback from questionnaires, surveys, and student requests.

The following summary shows a more specific example of how this process works: When the Division recognized that off-campus registration and advising needed to be addressed in order to improve these services and Increase retention for off-campus students, the College ran a pilot program to establish a means for off-campus access to the Student Information System (SIS), which is the statewide computerized record system for student records, etc. SVCC was the first college in the VCCS to make an attempt to use this system. In addition, the SDS Division, according to the fall 1993 results of the "Student Development Services Internal Survey Related to SACS Criteria," perceived efforts "to develop and satisfy goals" as at least "adequate" and in some instances "exemplary."

The 1994-95 planning priorities, which again provide organized goals for the Student Development Services Division, are to:

- Plan for retaining students, especially first-year students who transfer.
- Develop a written plan for recruitment.
- Develop a data model to track student transfer and performance at four-year schools.
- Departmentalize academic advising to identify students with particular counseling and advising needs to link intervention with retention.
- Explore mechanisms to enhance and track job placement for students and alumni.

- Formalize departmental manuals, handbooks, and procedures, e.g., student activities, articulation agreements, academic renewal, etc.
- Improve student due process policies and procedures.

SERVICES AND PROGRAM EVALUATION

As shown in the section titled "Goals," the areas of goal setting and program evaluation overlap considerably since evaluation often determines goals, especially in using the SWOTs model along with working calendars. Additionally, the services and programs of the SDS Division receive other external and internal evaluation. The State Auditor and VCCS auditors make periodic checks of Student Support Services and of Admissions, Records, and Financial Aid. The US Department of Education does not perform an audit of its own; however, the State forwards a copy of its report to the federal government. Also, Virginia and the US Department of Education make site visits. One program, Talent Search, has site visits which occur without a prearranged schedule.

The SDS Division annually surveys graduation candidates. The Office of Planning and Development also surveys recent graduates and forwards the results to the Division. This instrument assesses a number of dimensions of the College. including elements of the Student Development Support Services, with regard to student satisfaction. Such survey results from students, as well as faculty and division personnel, often lead to change. For example, survey comments about the registration process revealed concerns, especially about the time spent waiting in line to register. Since 1993 the registration process has been improved to feature a virtual "no lines" experience.

In addition to the programmatic evaluation process, the College uses a formal procedure for evaluating the performance of personnel. Specifically, the President evaluates the Dean of Student Development Services utilizing ratings from division members and other factors. All other professional personnel within the division use peer, self, and student evaluation, as well as evaluation by the dean. Student evaluation comes from feedback gathered through written orientation class evaluations, student and faculty sessions, student questionnaires, and the graduate survey.

SERVICES TO OFF-CAMPUS CLASSES

In order to meet the needs of area citizens, including individuals, businesses, industries, and other community groups, the College offers a variety of classes at several off-campus locations in each of the four counties of the service area. SDS personnel extend most development services to off-campus students. These include admissions and add/drop processes, assistance with registration and records, toll-free phone access, counselor entry and exit interview, payment of fees and tuition, placement testing, financial aid, orientation, and advisement. As well as having access to the use of the main campus and its facilities, students may participate in clubs, co-curricular activities, and sports.

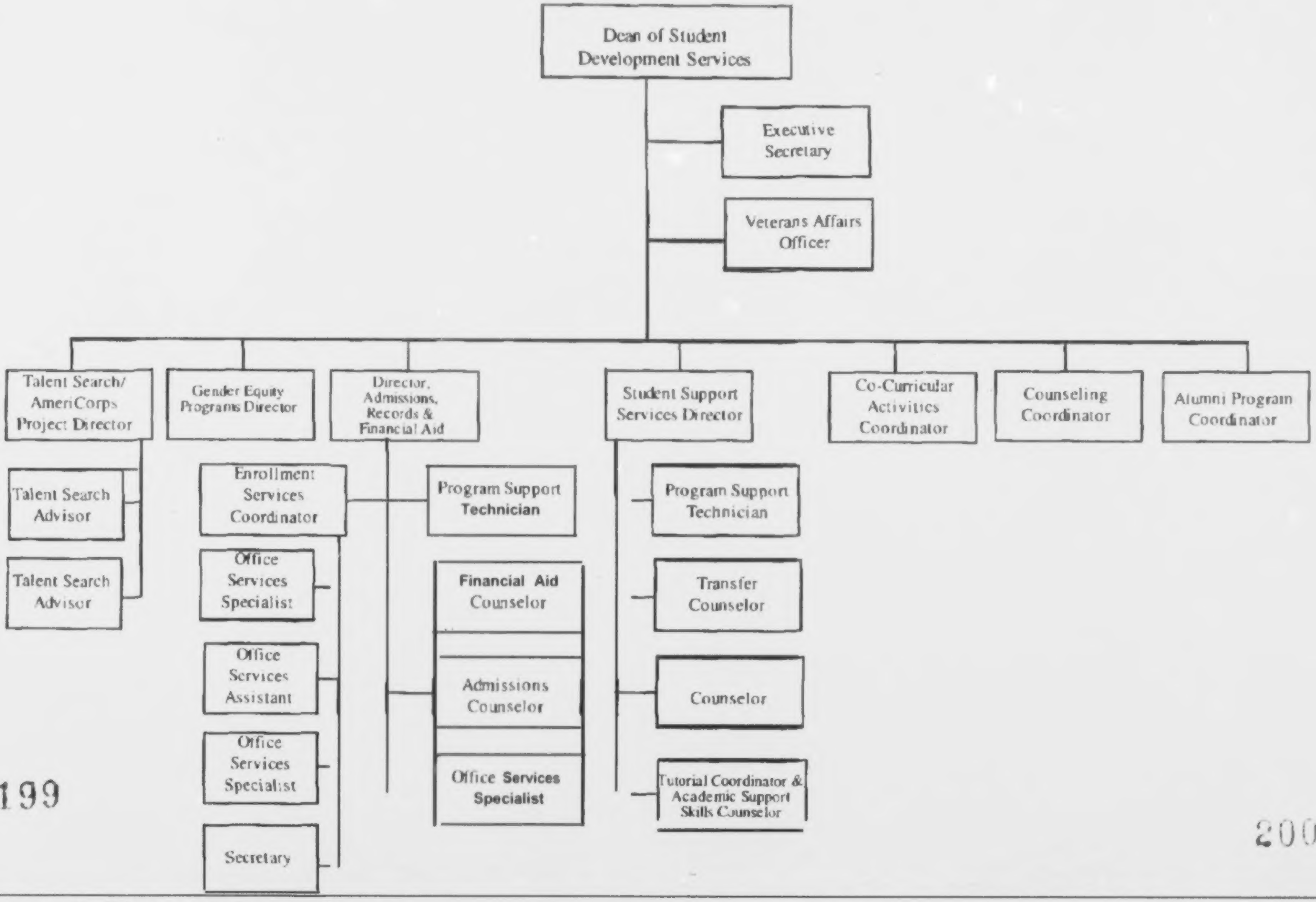
ORGANIZATIONAL STATUS

As shown by the College's organizational chart (shown in Section 6.1). the Division of Student Development Services has equal organizational status within the three major administrative areas of the College. Each area is under the direction of a dean, who reports directly to the President and has input into the total college operation as a member of the College Council.

ADMINISTRATIVE RESPONSIBILITY

primary responsibility for carrying out the purpose of the Division lies with the Dean of Student Development Services, who orchestrates all facets of the Division's operations within the institution and the community. Chart 54.01. the organizational chart shown on the following page, denotes the line-staff relationship of full-time employees.

Chart 5.4.01
Student Development Services Organizational Chart


Dean of Student Development Services
Executive Secretary
Veterans Affairs Officer
Talent Search/ AmeriCorps Project Director
Talent Search Advisor
Talent Search Advisor
Gender Equity Programs Director
Enrollment Services Coordinator
Office Services Specialist
Office Services Assistant
Office Services Specialist
Secretary
Director, Admissions, Records & Financial Aid
Program Support Technician
Financial Aid Counselor
Admissions Counselor
Office Services Specialist
Student Support Services Director
Program Support Technician
Transfer Counselor
Counselor
Tutorial Coordinator & Academic Support Skills Counselor
Co-Curricular Activities Coordinator
Counseling Coordinator
Alumni Program Coordinator

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The primary functions of the SDS Division include recruiting and enrolling students, counseling students, providing recreational and cultural activities for students, facilitating the provision of financial assistance to qualified students, maintaining the academic records of students, and providing career guidance. As "an administrative area responsible for planning and implementing student development services," the SDS Division perceives itself as being "adequate," according to the fall 1993 "Student Development Services Internal Survey."

POLICIES AND PROCEDURES

While the implementation of Student Development Services policy rests with the Dean, the avenue for policy implementation generates within the policies, procedures, and regulations of the State Board for Community Colleges as set forth in the VCCS Policy Manual (Section 6.5 - 6.62) and the Southwest Virginia Community College **Faculty** *Handbook* (Section 5). These policies govern the procedures and implementation processes addressing student development services throughout the community college system in Virginia, including those framing the actual services provided at SVCC. Comprehensive policies and procedures exist for the following student development areas: Admissions, Virginia Residency, Student Registration and Records, Classification of Students, Campus Conduct, and Student Development (counseling, recruitment and high school articulation, faculty advisors, testing, orientation, career planning and placement services, financial aid, housing, student publications, student activities, and intramural programs and sports clubs).

HUMAN RESOURCES

Within the Division of Student Development Services 46 personnel, 24 full-time and 22 part-time, deliver specific services and programs for 11 program areas, which have goals congruent with the institutional mission. Within each of these areas counselors, specialists, officers, office assistants, field representatives, and secretaries report to a coordinator, a program director, or to the dean.

Part-time employees perform indispensable services on a continuing basis in the areas of Admissions, Records and Financial Aid, Talent Search, AmeriCorps, Student Support Services, and the Gender Equity Center. Temporary part-time employees also fill staffing needs for special projects and during high demand periods, such as general student registration and alumni surveys.

Qualificationsof Personnel

A review of the academic preparation and experience of personnel in the Division of Student Development Services showed that all professional staff members hold the proper academic credentials to perform their assigned duties. One exception did exist for a while. Certain personnel in the Talent Search program were referred to as counselors. This caused some confusion because the individuals acting in this capacity did not possess counseling credentials, nor did they perform counseling responsibilities to college-level students. To remedy this situation, these titles have been changed to 'Talent Search Advisors" to reflect their function. The College continues to conform with VCCS policies regarding qualifications of personnel.

Work Loads

Work loads in the Student Development Services Division can be described as taxing. The areas of Admissions, Records, Financial Aid, and counseling illustrate how taxing the work loads are. However, during 1993-94, to alleviate work loads in the Office of Student Financial Aid, several positions were filled, including a Perkins-funded financial aid counselor's position.

Peak periods during enrollment generally require staff members from these areas to work beyond their normal work hours. Throughout the semester, numerous deadlines and reporting requirements demand constant redeployment of personnel within the Admissions, Records, and Financial Aid offices. Furthermore, some employees in these areas assimilate mandated changes into their work schemes, altering the nature of the performance and expectations of job requirements. The Division has identified the need for the addition of an Admissions, Records, and Financial Aid clerk to relieve the pressure created by deferred work. Even though much cross training occurs, current staffing resources do not alleviate the stressful work load nor the work flow needs of the Admissions, Records, and Financial Aid offices. For example, the time from pre-registration through the add/drop date usually consists of six weeks of extensive enrollment flow through the Admissions and

Records area. Consequently, routine tasks remain unattended or create overtime pressures.

There are two full-time college-funded counselors. Both positions involve other program responsibilities besides counseling services. One counselor has responsibility for student activities, student government, and student organizations. The other supervises the freshman orientation program, administers the testing program for prospective students, coordinates articulation agreements with four-year transfer institutions, and teaches orientation classes. Five other grant-funded positions contribute to providing students with quality counseling services. Four grant-restricted counseling positions in Student Support Services and the Gender Equity Program provide counseling and support services to students within the scope of the grants.

During fall 1993 the College served 1,979 full-time students, the highest number of full-time students in its history, and a total headcount of 4,620. Based on counseling contact records, the increase in full-time student numbers impacts on the delivery of all counseling services. The number of full-time students and full-time equivalent students (FTES) has increased nearly every year since 1988 with no increase in the number of counseling staff positions. In addition to student development counseling expectations, the College's grant-restricted counselors also perform special duties mandated by federal regulations. Among the four professionals in Student Support Services, one serves as project director, one as transfer specialist for project-identified students, a third as supervisor of the tutoring program (which receives institutional funding), and a fourth as a counselor to "special needs" students. The diversified needs and demands for counseling services to the student body, along with the restrictions of specific grant positions, identify and support a need for an allocation plan to determine needs, such as an additional professional SDS counselor's position.

The Office of Alumni Affairs, staffed by a position created in 1993, aims at improving the College's knowledge of and service to its graduates. The functions of developing and maintaining a database and providing informational linkages between the College and its alumni are vital. The Alumni Affairs coordinator uses special events, newsletters, surveys, and other research to follow graduates. Presently, a part-time assistant fulfills the clerical duties supporting the Office of Alumni Affairs.

Under the stewardship of the Office of Veterans Affairs, the number of veterans served has doubled since 1989. The Veterans Affairs officer represents the College to the Veterans Administration, the Department of Education, and a number of other agencies on behalf of veterans or veterans' dependents. In addition to the complex and exacting requirements of the Veterans Affairs duties, this position provides clerical support for the two full-time, college-funded counselors and produces the weekly College ***Bulletin. The*** committee evaluating Student Development Services found that the grade level of the person performing these duties did not reflect actual job responsibilities and proposed that the Veterans Affairs grade-level classification be reviewed.

Institutional Response

The College acted upon this proposal by reviewing and upgrading the classification.

Between 1989 and 1993 the Career Development Center was staffed by a grant-supported director's position. At the conclusion of the grant, the Center operated with reduced personnel and services. Staffed with a part-time employee, who reported directly to the Dean of Student Development Services, the Center housed career information, current job listings, computer assisted career development activities and clerical, technical assistance with resume preparation. The Career Development Center's major thrust was listing local jobs and assisting students and alumni with the job -application process. Therefore, the committee recommended that the College review the situation and propose a plan for the Inclusion of a full-time professional position in the Career Development Center.

Institutional Response

The College responded to this recommendation in a unique and Innovative partnership between the College and the Cumberland Plateau Planning District through the Career Centers of Southwest Virginia, which became operational on July 1. 1994. A more detailed description of the Center will be given later in this chapter. However, a placement function still needs to be developed in conjunction with the College, so students can have this service available. Consequently, the committee **recommends that the College continue to review the placement issue and provide appropriate staff.**

The Gender Equity Program, a vocational education, marketable skills grant funded through the Carl D. Perkins Applied Vocational and Technology Act, was facing two vital issues: reporting delineation and future funding options. One of three Gender Equity programs, the Center for Single Parents and Displaced Homemakers, et al, funded in 1985, originated and operated in the SDS Division until fall 1991. Then, due to the vacancy of the director's position for the Center: the defunding of one of these programs, Women in High Innovative Technology Studies (WHITS): and a directive from the Virginia Department of Education, the program's directorship was transferred to the Director of the Women in Industrial Training Program. This situation resulted in the director's having a split reporting assignment between the Dean of Student Development Services and the Chair of the Engineering Division. This committee proposed that the College review the split reporting situation.

Institutional Response

The College responded by reorganizing the reporting of the position to the Dean of Student Development Services. The funding issue for the Gender Equity programs will be discussed in the Financial Resources section of this chapter.

Other than the anecdotal situations described throughout this section, a mechanism does not exist that adequately assesses the personnel needs for positions within the SDS Division. Therefore, the committee **recommends the development of an allocation plan to determine needs and predict when additional positions are justified.**

The Talent Search Program, a relatively new addition to SVCC, began operation In 1991-92. Like Student Support Services, Talent Search represents one of a cluster of federal programs known as TRIO. The primary goal of the Talent Search Program is to make public school students and adults aware of and become prepared for college opportunities. The program works primarily with grades six through twelve. Staffing includes a project director, a part-time Talent Search coordinator, a part-time secretary, and two full-time and four part-time advisors. The program serves 800 students in grades 6- 12 in Buchanan, Dickenson, and Russell counties.

Another federally funded program, begun in fall 1994, AmeriCorps, USA, is one of three located on community college campuses in the country, and SVCC is the only community college to be funded in Virginia. The program's main mission is to assist at-risk K-8 students with Individual or small group tutorials so that the targeted students will pass the Literacy Passport Test. A project director (who also directs Talent Search), a part-time coordinator, a par-time secretary. 3 tutor coordinators, and 30 of 40 funded part-time tutors fulfill the AmeriCorps mission.

Staff Development

Professional development activities exist that offer personnel in the Student Development Services Division opportunities to remain current and further develop respective skill areas. These include attendance at national, state, and local conferences, meetings, and workshops, as well as on-campus inservice and other professional development opportunities throughout the academic year. Opportunities provide expertise exchanges and dialogues among campus disciplines. Completing a graduate course in Marriage and Family Counseling at a regional university, attending an AHEAD conference on learning disabilities, participating in a VCCS Activities group meeting, and presenting at a national meeting of the League of Innovation for Community Colleges illustrate the diverse professional development activities abounding within the SDS Division.

Since the professional personnel of the SDS Division hold faculty rank, the section titled “Professional Growth” in Section 4.8.7 of this self-study document explains in greater detail the professional development program encouraged and available at SVCC.

FINANCIAL RESOURCES

Resources for Student Development Services staff to access professional development, as discussed above, comes from professional development funds set aside for that purpose by the Virginia Community College System and the Virginia Community College Association, as well as college funds provided through the division budget.

Planning processes usually predetermine needs so that college and grant funds support the programmatic needs of the SDS Division adequately. When unanticipated needs arise. the College’s Budget Review Committee has allocated additional funds. Also, the College budgets for part-time employment of temporary personnel to be used when situations dictate a need.

Southwest Virginia Community College has actively pursued and been very successful in securing grant funds or grant-restricted positions to support many vital student development programs. Of the seven professional counseling positions within the division, five are either grant funded or grant restricted. This current situation provides approximately a 1:700 counselor-student ratio. According to a report, July 27, 1994, of the FY 1993 National Association for College and University Business Officers (NACUBO) data prepared by the Institutional Research Officer, "Generally SVCC had higher FTE Staffing ratios (which indicates fewer staff serving more students than other SW Regional colleges and the VCCS)." Therefore, if the externally funded positions were discontinued, the ratio would significantly change to a service ratio of approximately 1:2000, which would be much higher than the VCCS approximate ratio of 1:800. Furthermore, the NACUBO report states, "Even excluding Pell grants, SVCC received a slightly higher percentage of its revenues from Gift Grants, Contracts, and Other Revenue sources than the VCCS or the SW Regional CC's." This higher percentage in gifts, grants, contracts, and other revenue sources might create a problem which management will need to address at some point in the future.

A current example is shown in the proposed federal legislation for Carl D. Perkins set-aside funds, which provide the College's Gender Equity programs. This legislative passage effective 1996 would result in the loss of these funds. The program, which has existed since 1985, has provided approximately $1,513,000 in direct tuition and related services to the College, and by spring of 1996 will have served over 2,630 re-entry adults.

Additional analysis of FY 1993 NACUBO data for SVCC, the VCCS, a group of six community colleges in the region, and national reference groups shed light on the complexity of this problem. Non-grant-funded expenditures per credit per FTES for FY 1993 Student Services are as follows: National: $492, National Peer: $488, VCCS: $330, Regional: $402, and SVCC: $287. The annuity credit FTE for FY 1993 at SVCC was 2,897, which means that SVCC's Student Development Services FY 1993 budget of non-grant funds was $124,571 less than the VCCS average in 1993. When compared to the regional and national data, this deficit is greater. Consequently, this committee **recommends that the College review in the annual budget review process the role of grant funded and grant restricted positions and services for possible inclusion in the College's non-grant plans and budgets.**

Housing available for the Division of Student Development Services can be described as generally adequate but decentralized across campus in Tazewell, Russell. Buchanan, and King halls. Although challenging, the physical distribution of personnel does not present a serious problem.

Tazewell Hall, centrally located on the SVCC campus, houses Admissions, Records, and Financial Aid, Alumni Affairs, Career Development, Veterans Affairs, administrative offices for the Division, and a counseling office.

The Office of Admissions and Records, recently renovated to improve work flow, maintains an environment respectful of students' rights to privacy and confidentiality. Four full-time and four part-time Admissions Office employees share work space in three separate work areas, and both the director and the admissions counselor have private offices.

The Financial Aid Office contains five work stations in an open-room layout. The current working area does not provide a confidential and private floor plan conducive to discussing sensitive financial and academic information with students; however, an existing redesign plan proposes a floor layout with enclosed work stations, which will provide an environment that respects the crucial issues of student and staff confidentiality and privacy, thus extending the Admissions Office renovation into the Financial Aid Office. This renovation will also include areas that house the Financial Aid counselor, Veterans Affairs, and Student Development Services administrative offices.

The professional staff of Student Support Services, located in Buchanan Hall, have offices conducive to a climate of privacy and confidentiality as well as individual attention. However. the Student Support Services tutorial program area, which serves as many as 10-12 tutors and students during peak usage, is constrained by a room of approximately 130 square feet. As a result, some students report difficulty concentrating in such crowded conditions. Often small group tutorial sessions need to locate a vacant classroom elsewhere when available. Also. since the Student Support Services tutorial area is an open lab, it does not lend itself to confidentiality and privacy for either individual or group tutorial sessions. These conditions lessen the effectiveness of the tutorial process. Consequently, the committee **recommends that the College review the space problem in the Student Support Services area and provide sufficient space allocation to address the needs for tutorial services.**

The Talent Search area houses a project director, part-time secretary, and one Talent Search advisor in Russell Hall. A second Talent Search advisor has on-campus office space in Tazewell Hall. The remaining four Talent Search advisors operate from the Lebanon Training Center and Harold Smith Training Center in Grundy. Professional tutors (three credentialed teachers] and peer tutors (four students) are based in the schools the project serves. Although a shortage of space prevents the College from housing all Talent Search personnel in one central location, the institution and the program reap benefits from this decentralized arrangement. The college-wide renovation plan includes a net gain of five new office spaces in Russell Hall, some of which might be used to centralize the Talent Search Project's personnel.

Alumni Affairs and the Career Center share space on the first floor of Tazewell Hall, and the Gender Equity Center operates from the first floor of King Hall. The space is sufficient to conduct services for these areas.

EQUIPMENT RESOURCES

Computers, printers, telecommunications technology, and other equipment complement professional skills and create office efficiency. Computers are used for campus-wide advising. These examples demonstrate that the Division of Student Development Services has sufficient equipment budgets.

PROGRAMS AND SERVICES

SVCC has a comprehensive academic advisement process, which the Office of Admissions and Records coordinates with assistance from the four academic division chairs. Since full-time faculty members assume responsibilities as academic advisors, the advising process serves as another example of the partnership between the academic and Student Development Services areas. The program also provides specialized support to students who enroll without a high school diploma or GED by assigning counselors as academic advisors for these individuals.

To assist faculty advisors, the Office of Admissions and Records provides them with copies of pertinent student records, the "Academic Advisement Handbook," a 'Transfer Guide," and a copy of the "Advisor's Help Sheet," which is completed by a counselor during the initial student interview and serves as a valuable document for facilitating advisor/advisee dialogue.

In addition, faculty now have computer access to student records through SVCC's local area network (LAN), which provides immediate. up-to-date information, thereby strengthening the advising process. Through this network connection, advisors can access high school grades or GED completion level, placement test scores, previous college records, and curriculum progress.

Even though college personnel implement the philosophy of a "quasi open-door" admissions policy, placement tests guide advisors in enrolling students in a program of study and especially in appropriate English and mathematics courses. SVCC has always accepted ACT and SAT scores and until 1992 administered the CGP. In 1993 the Division of Student Development Services replaced CGP with ASSET. For entrance into the Nursing Program, PSB (Psychological Services Bureau Nursing Aptitude Test) is a requirement, and some programs offered for the student without a high school diploma or GED employ TABE. Since such standardized tests identify students' strengths and weaknesses in English, mathematics, and reading, as well as other areas, students enroll in appropriate courses based on skills and personal readiness.

In an interdisciplinary, intervention model of advisement, student development counselors work collaboratively with faculty in guiding students through their paths at the College. Each counselor is responsible for specialized knowledge within an academic area and in this role serves as a student development representative in assisting faculty with alternative options for student advising, depending on students' assessment findings and/or career choices. Also counselors represent the specific curriculum assigned when the faculty or division chair may not be available, thus fostering team recruiting and enhancing communication to bridge strategies for retaining students. In addition, a counselor serves on the Developmental Studies Committee and assists with addressing the needs of this segment of the College's population.

Although all advisors and counselors have a working knowledge of transfer requirements, one counselor is designated to serve as resource counselor and another to serve as a transfer counselor/specialist. thereby providing more precise information. The transfer counselor has the responsibility of keeping the "Transfer Guide" up to date.

To provide open discussions on issues pertaining to advising at SVCC, the college-wide standing committee, Advisement and Retention, focuses on issues pertaining to these areas of concern. Furthermore, a task force on advising, chaired by the Dean of Instruction and open to anyone interested, functions as a forum for college-wide advising.

The committee assigned to evaluate SDS concluded that SVCC complies with the SACS Criteria for an organization structure and resources necessary for an effective academic advising process.

Orientation

To assist students in their transition to the role and responsibilities of being first-time college students, Student Development Services personnel offer a multifaceted orientation program. Incoming freshmen participate in a one-day orientation program, which includes becoming acquainted with campus and being introduced to pertinent offices. services, and personnel, such as admissions, financial aid, division chairs, academic placement testing, and advisor. This orientation day ends with students' meeting an assigned advisor or an approved advisor's substitute and then registering for classes.

The SDS Division encourages students who intend to graduate to enroll in a required co-curricular orientation class taught by Student Development Services staff. Several traditional class options exist for students: STD 100, Orientation (1 credit): STD 100-31, a special SVCC Ambassador Section (1 credit); STD 105, Personal Development from a Woman's Perspective (2 credits); STD 106, Preparation for Employment (1 credit): STD 107, Career Education (2 credits); and STD 108. College Survival Skills (2 credits). Generally, with permission, orientation classes substitute for each other except STD 105, Student Development from a Woman's Perspective, which only substitutes for STD 100 in order to meet the special needs of nontraditional female students.

Individualized "take-home" packet and audio/video options offer other orientation class alternatives for the College's diversified student body. On-campus evening students may register for the STD 100, Section Vl, course offering, which is an independent study approach using printed material as well as video and audio cassette. Content paraliels the day STD 100. Off-campus students may complete STD 100, Section 30, which allows students an independent study approach using printed and audio cassette components.

Thus, while successfully completing a co-curricular orientation class to meet curriculum and graduation requirements, students can also select which orientation method complements their particular needs. Even though the courses contain specialized content, general student development requirements and emphases occur in each course. Student development courses focus on topics, such as assisting students with the transition to college in areas of student role clarification, goal setting, and stress and time management, as well as serve as mutual support for dealing with pertinent issues: provide an overview of College policies, rules/regulations, facilities/services, procedures and curricular offerings: encourage contacts with other students and staff provide information on effective study habits plus career, academic and life planning: explore cultural differences; and educate students on substance abuse and sexual assault. Students experience cultural events, such as local, regional, national, and international speakers, as well as special activities through in-class and out-of-class assignments. These assignments again demonstrate a partnership because faculty also encourage students to participate in these educational, cultural opportunities as content-related assignments. In addition, students may participate as active learners by planning and implementing related activities, such as receptions.

The SVCC Ambassador Program provides a creative possibility for students to earn one orientation credit. Selected mature, congenial, and highly motivated students receive special training and then assist the College by serving as hosts and campus guides for the many visitors to the campus. The student benefits from this experience by enhanced leadership ability, increased personal growth and self-esteem, as well as improved communication and interpersonal skills.

Over the last decade, other innovations with the orientation model have been tried. For example, from the academic years

1985-86 through 1990-91, an innovative orientation program, Women in High Innovative Technology Studies (piloted with Carl D. Perkins Vocational Educational funds), offered an interdisciplinary approach among the divisions of Student Development Services, Engineering, Natural Science and Mathematics, and Humanities and Social Sciences. As an interdisciplinary approach, the program provided re-entry development services, academic preparation, and career exploration in a one-semester. adult-learner experiential orientation program.

Collectively, $240,000 of Carl D. Perkins Vocational Education funds provided tuition, books, and child-care assistance to this innovative, interdisciplinary orientation program, which bridged the transition from home to marketable skills training for over 400 first-time nontraditional females. The success of this program can be illustrated by a retention rate of 85 percent for these high-risk students. Grant funding ended in the 1991-92 academic year.

In summary, SVCC has an effective multifaceted orientation program for its diversified student body. This comprehensive and well developed orientation program addresses not only the needs of the full-time traditional day student but also the special needs of evening, nontraditional, and part-time students.

Counseling

Seven full-time professional counselors offer a comprehensive student development service of vocational, educational, personal, and social/cultural counseling. Students can receive individual counseling sessions as a walk in, by appointment, or by faculty referral. A unique situation for a rural community college exists for SVCC's student body in that the Cumberland Mountain Mental Health Agency, located adjacent to campus, provides services to meet the specialized counseling needs of students, faculty, and staff by direct referral.

Since financial concerns are a barrier to college attendance for many of the area's citizenry, individualized and confidential financial aid counseling provides application forms and expert assistance with a variety of financial aid programs. In addition, SVCC offers academic and personal counseling in areas such as time management, personal concerns, interpersonal skills, and decision making. To assist students who plan to transfer, counseling services offer transfer information about application deadlines, academic majors, course selection, and credits needed. To complement a student's academic pursuits and life-long planning, career counseling guides the students through program selection, career redirection, educational choices, and career exploration.

An evaluation of the on-campus "Student Questionnaire 1993-94" conducted for the self-study indicated usage and satisfaction with counseling services as follows:

> Personal Counseling. Thirty-nine percent of the 35-44 age group and 36 percent of the 45-54 age group indicated they use the personal counseling services. These groups also reported higher satisfaction with the help they received.
>
> Academic Counseling. The youngest contingent (16-2 1 age group) was the only group reporting under 40 percent usage of academic counseling, and of this group 5 percent were dissatisfied (about 10 percent of the age group's users]. Most other age groups reported over half took advantage of academic counseling.
>
> Career Counseling. About 30 percent of the students reported using career counseling. In the 45-59 age group, 11 percent (about 22 percent of the age group's users) reported dissatisfaction with the career counseling they received. The 16-21 age group had 5 percent (14 percent of the age group's users) reporting dissatisfaction with their career counseling. (Office of Planning and Development, "Analysis of On-campus Student Survey")

Career Development

At SVCC, career development operates under VCCS policy guidelines (Policy Manual, Section 6.4.1). Career counseling encourages students to be actively responsible for their own career development and job search preparation. Students receive assistance in assessing their skills, aptitudes, values, and interests in order to determine career paths. Also, students receive counseling about particular job tasks, work environments, hiring trends, and job market information.

According to "The Results of the SVCC Graduate Survey of the Classes of 1972-1993," a majority of the respondents were employed in occupations related to their field of study and felt their course work had prepared them to do the duties their jobs involve. Only a small percentage reported that they were unemployed, seeking employment" (Office of Alumni Affairs).

In the 1993 "Student Development Services Internal Survey Related to SACS Criteria," 70.6 percent of the respondents indicated that personal counseling, as well as the career development program, were within the "exemplary" or "adequate" categories.

The present approach to career development includes a unique and innovative partnership between the College and the Cumberland Plateau Planning District. On July 1, 1994, in anticipation of legislation and funding resultant from the Re-employment Act of 1994, a corporation, Career Centers of Southwest Virginia, formed to serve displaced and dislocated workers in the four-county region. College leadership actively participated in the conceptualization of the Career Center located on the SVCC campus and staffed by JTPA (Jobs Training Partnership Act) personnel. This partnership takes advantage of the emergence of the concept of "one-stop" re-employment centers, whose functions are to assess, retrain, and place persons entering or re-entering the work force, and makes more effective use of pre-existing, on-campus facilities that had served SVCC's population under Carl Perkins Funding. The federal initiative to combine the activities of several federal programs was a good fit with the materials, facilities, and functions of the former SVCC Career Center.

Some functions, such as career counseling and academic advisement, remain with SVCC's counseling staff. A combination of counseling, course work, and workshops provides job-search skills for SVCC students. Computer-based career development programs are available to both students and community users. One of these, SIGI Plus. a commercially prepared program, assists students in identifying interests and matching them to college curricula and courses. Virginia VIEW is somewhat similar, with a job outlook feature that projects job trends within the State of Virginia.

The placement function relates to the College's partnership with the on-campus JTPA Program (Career Center) and the nearby Virginia Employment Commission (VEC), with the Office of the Dean of Student Development Services coordinating the placement activities. The range of services includes, but is not limited to, posting part-time and full-time job openings, investigating business/industry personnel and training needs, coordinating student internships, referring individuals seeking entrepreneurial advice or training, assisting in the development of specific responses to industry training needs. conducting job-seeking skills training, and providing a liaison with JTPA and VEC.

In order to strengthen the placement function at SVCC during the transition period, the College allocated a portion of time from members of the Continuing Education and Community Services Division and the Miner Training staffs to placement. Initially, these persons contacted business and industry with a proposal to place dislocated workers who are in SVCC retraining programs as student interns. As contacts were made, a survey queried business/industry interest in sponsored internships and established training and employment opportunities for SVCC students. This direct link between educational programs and the work place reflects current school-to-work initiatives.

The College's Master Site Plan includes a proposed site for the Virginia Employment Commission which serves the region. Should this plan come to fruition, the career development function would be served by a multi-agency cooperative, all on the SVCC campus. With the College and the planning commission already in partnership, SVCC's career development function is evolving well beyond what students might find at other colleges. Planning, evaluating, and goal setting for career development activities will continue to evolve as surveys, questionnaires, annual report data, and external evaluation by cooperating agencies generate information about these services.

STUDENT INVOLVEMENT IN INSTITUTIONAL DECISION MAKING

The Student Government Association serves as the primary means of student involvement in institutional decision making. The following statement from the "SVCC Student Activities Handbook" clearly confirms that the SGA's purpose includes providing input into decision making related to student affairs:

> The Student Government Association represents the College's commitment to active participation by students in regard to policies, programs, committees and other issues that directly affect students. The College is dedicated to student involvement in these matters, and SGA serves as the students' voice.

Serving on college standing committees offers another opportunity for student involvement in institutional decision making. Each college standing committee has students who serve upon recommendation of the SGA and are appointed by the College President. Usually SGA recommends sophomores who have an interest in a particular committee's activities to serve on that committee. For example, a student who has an interest in instructional issues could be recommended to serve on the Curriculum and Instruction Committee, or a student who is physically impaired might be recommended to serve on the Health and Safety Committee.

Even though students have a functioning role in institutional decision making, the College needs to publicize the availability of such opportunities more widely. While the "Student Activities Handbook" provides a statement on SGA's voice in college governance and a statement noting student participation on college committees, the Catalog and Student Handbook does not. Also since the "SVCC Student Activities Handbook" serves as a practitioner's manual and has limited circulation, the committee reviewing Student Development Services **proposes that the statement of purpose for the SGA, as written in the "Student Activities Handbook", and a statement noting student involvement on college committees should be added to the SVCC Catalog &** ***Student Handbook*** ***The*** inclusion of these statements should increase access to information by the student body at large, thereby possibly resulting in students' being more informed about their role and participatory options in institutional decision making.

STUDENT PUBLICATIONS

In the Student Development Services area, the College Publications coordinator facilitates the development of two printed documents: a student newsletter, ***For Your Information:*** A Newsletter *of Student Information (FYI),* about once a month, and a college newspaper, The Charter, periodically each semester. Students also write, produce, and broadcast bimonthly a video newscast, the "SVCC News Edition." Although any student may contribute to the publications, many of the staff members enroll in Introduction to Journalism (ENG 121-122). The College's written and published statement, "Southwest Virginia Community College Student Publications Policy," places the responsibility of supervising student media within the role of the journalism instructor. This statement also clarifies that students hold primary responsibility for writing and copyediting the newsletter and newspaper, that student media are not statements of policy for SVCC, and that student media will not reveal the identity of victims of sexual assault. This statement, published in its entirety, is accessible at all on-campus and off-campus locations, and students enrolled in orientation classes receive copies. It also appears in abbreviated form in student publications. However, this committee found that the student publications policy had inadvertently been omitted from the SVCC *Catalog & Student Handbook* and proposed that the oversight be corrected.

Institutional Response

Since the committee noted this omission, a brief statement **with** further reference to the policy has been added to the 1994-95 Catalog & Student *Handbook (39).*

STUDENT BEHAVIOR

A thorough statement of student rights and responsibilities, which provides an overview of judicial procedures and the responsibilities of judicial bodies, including a grievance procedure, is widely disseminated through the SVCC Catalog & *Student Handbook (39-45). The* Dean of Student Development Services assumes responsibility for enforcing disciplinary procedures. Any dissatisfied student may institute a grievance procedure, which will normally be heard by the Judicial Board. The *Catalog & Student Handbook* clearly defines membership and jurisdiction of the Judicial Board (42).

STUDENT RECORDS

As exemplified by each student's permanent record file, the Office of Admissions and Records prepares and maintains adequate records for students enrolled in credit courses. These records include a completed SVCC admissions application, "Advisor's Help Sheet," high school transcripts or GED scores, and placement testing results.

The Office of Continuing Education and Community Services coordinates and maintains student records for non-credit courses. Each student registers on a non-credit, multi-carbon registration form. Then Continuing Education and Community Services personnel forward the original registration form, along with a transmittal, to the Business Office. Of the remaining two copies, one remains in the Office of Continuing Education and Community Services, and the student receives the other. Data from the

Continuing Education and Community Services Office copy is then entered into the computer, and the original is stored in secured file cabinets or in archives.

According to the "1993 Student Development Services Internal Survey Related to SACS Criteria," the institution has adequate student records for both credit and non-credit courses. Of the 17 respondents, 14 rated the "adequacy of credit and non-credit student records" in the "exemplary" or "adequate" categories. The actual documentation system for credit and non-credit courses further supports these assertions.

Security and Confidentiality

Southwest Virginia Community College complies with the requirements of the Family Education Rights and Privacy Act of 1974 regarding confidentiality and access to personal records. Procedures to preserve confidentiality are outlined in the SVCC College Catalog & Handbook (5-6).

The storage and maintenance of student records according to Commonwealth of Virginia policy confirms the College's commitment to incorporate the security and confidentiality of such records. Records are stored in a fue-proof vault in the Office of Admissions and Records, which is located on the first floor of Tazewell Hall. Until processed, new applications are stored in locked file cabinets.

For accessing student records, a computerized local area network system, SVCCNet, has been established for faculty and staff use. This LAN, part of a larger wide area network (WAN) established for the VCCS, operates as part of the System's information services department providing access to the student information system (SIS). The operational software, NetwayTM, has built-in security through a set of personal and system passwords, which the individual user must change every 60 days.

Accounts which provide WAN access are given on a need-to-know basis through a system established by the Dean of Student Development Services and the Dean of Instruction. Training workshops, held several times a year usually during inservice sessions, are conducted jointly by the Computer-Assisted Instruction coordinator and the Enrollment Services Coordinator. Training provides the basics of the system, how to operate, who to call, etc., but also focuses on confidentiality issues and procedures. Once training is complete, individuals are then cleared for accounts by the appropriate dean. Those having access include SVCC's Student Development. Services professionals, faculty, division chairs, administration, and some classified staff, such as office clerks in Admissions, Records, and Financial Aid and secretaries in division offices. The computer, generates student records through various inquiry screens: student inquiry screen, high school degree/GED inquiry screen, class status inquiry screen, selected class rolls, and student tracking inquiry. For example, the student inquiry screen includes anyone who has taken classes since winter quarter 1985, as well as individuals who have applied but. not attended the College, or pending applicants. Using this screen, an authorized individual can access student test scores, courses, and grades for each registered course, withdrawal information, transfer credits from, other colleges, and credits received through advanced placement. When Netway is down, qualified staff may access records in the Office of Admissions and Records.

Retention and Disposal

The Library of Virginia, Division of Archives and Records, dictates the College's policy concerning retention and disposal of records. Under the direction and permission of the Virginia State Library and Virginia Community College System, the College creates electronic back-ups of student files. The files, made nightly, are retained on the Student Information System through the Virginia Community College System. SVCC stores such records in a leased, off-campus facility.

The procedure for disposal of a students permanent record is as follows: "Retain in electronic form or microfilm according to SVLA Standards for the Microfilming of Public Records for Archival Retention' after inspection and approval of microfilm. Destroy hard copy, if any, by burning, shredding or pulping. Retain electronic record or microfilm permanently" ("Records Retention and Disposition Schedule" No. 261-GS-1).

FINANCIAL AID

In conjunction with federal and state established practices and philosophy of financial aid for education, the Director of Admissions, Records, and Financial Aid coordinates the institution-wide administration of scholarship programs, federal and state grants, federal and state work study, and student loan programs. The governing policies and procedures of this office, mandated by Congress and the US Department of Education, can be found in the *Federal Financial Aid Handbook* and the *Federal Register.* To ensure that funding is not duplicated, the Financial Aid Office exchanges lists of financial aid applicants with on-campus grant programs offering financial aid, county JTPA representatives, and other such outside agencies. To ensure that SVCC's Financial Aid Office complies with regulations, either VCCS or Virginia state auditors conduct annual audits.

SVCC continually seeks additional money and scholarships to assist students and makes every effort, within the limitations of its available financial aid resources, to ensure that no qualified student will be denied the opportunity to attend the College for lack of adequate funds to meet college costs. SVCC believes the primary responsibility for providing educational expenses rests with the student and the students parents. However, students who cannot provide the entire cost and demonstrate such need may be able to obtain the necessary funds to meet their expenses.

Financial aid may consist of a grant, scholarship, employment, loan, or any combination of these which addresses each students circumstances and which meets his or her financial needs. An approved needs analysis system determines all federal and state financial aid.

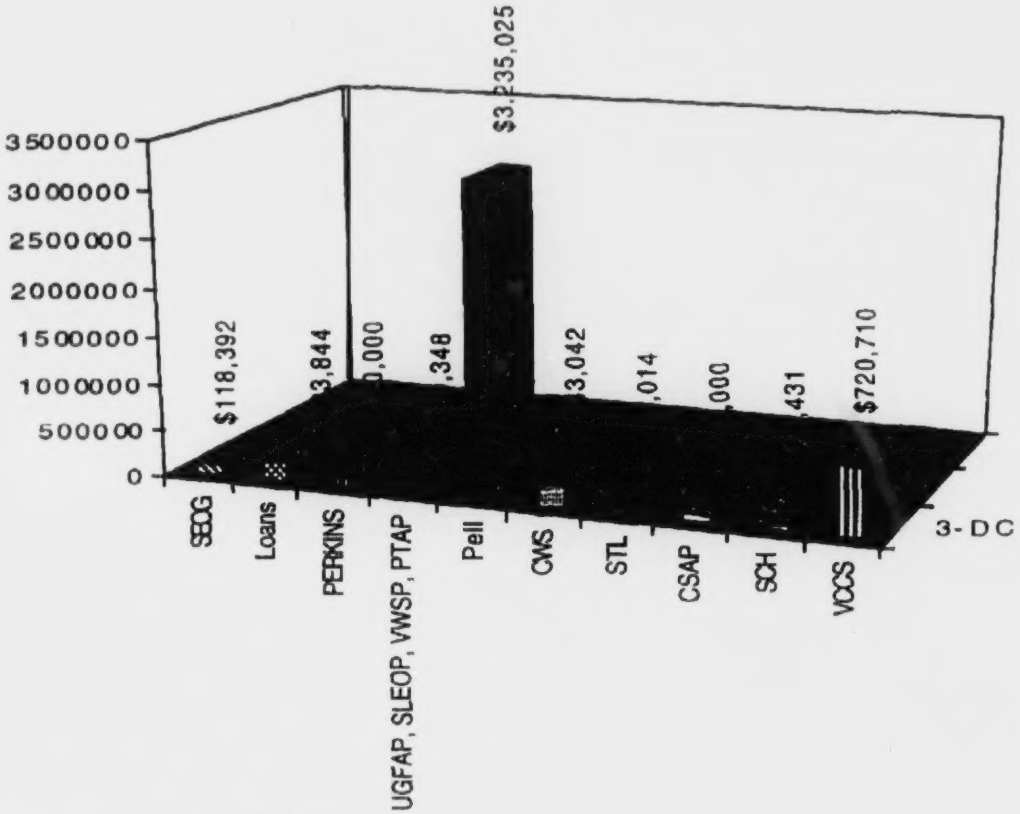
In 1993-94, 2,779 students received financial assistance amounting to $4.835,800. This was an 8 percent Increase in recipients over 1992-93 and a 23 percent increase over 1991-92. Financial assistance through two work-study programs provided 228 students $271,386. A total of 1,277 students received institutional, state, and local scholarships totaling $912,145. Federal and college loans assisted 303 students for a total of $118,392. In 1993-94, the Office of Financial Aid reported an overall 8 percent increase in the number of financial aid recipients and a 14 percent increase in funds administered over 1992-93.

As of 1994-95, the College no longer participates in the Federal Family Education Loan Program. Students interested in this program are now referred to independent loan sources, such as the New England Loan. In addition, several years ago, the Local College Board established policies for a short-term loan fund to assist students in need of emergency loans.

Veterans benefits supply an additional source of educational assistance for qualified students. Informational brochures, press releases, posters, direct mailings, and radio announcements help make veterans aware of the educational benefits available to them under the GI Bill. The SVCC Veterans Affairs Office assists students receiving benefits in completing all necessary requirements. During the 1993-94 academic year, 241 veterans and qualified dependents received $308,369 in direct benefits.

The following charts provide detailed information regarding financial aid dollars and number of recipients assisted through the administration of various support programs at Southwest Virginia Community College. Charts 5.4.02 and 5.4.03 show a 1993-94 program comparison of financial aid recipients and dollars administered. Charts 5.4.04 and 5.4.05 show a fifteen-year comparison of dollars administered for financial aid and students assisted by financial aid at Southwest Virginia Community College.

Chart 5.4.02
1993-94 Financial Aid Dollars Administered by Program



PROGRAMS:

Loans	Stafford, Plus. SLS Edvantage
VWSP	Virginia Work-Study Program
CWS	College Work-Study
STL	Short Term Loan
CSAP	College Scholarship Assistance Program
SEOG	Supplemental Educational Opportunity Grant
SCH	Local Scholarship
UGFAP	Undergraduate Financial Aid Program
SLEOP	State Law Enforcement Educational Opportunity Grant
PTAP	Part-Time Tuition Assistance Program
vccs	Virginia Community College Scholarship Grant
PELL	Pell Grant
PERKINS	WIT, Homemakers

Chart 5.4.03
1993-94 Financial Aid Recipients by Program

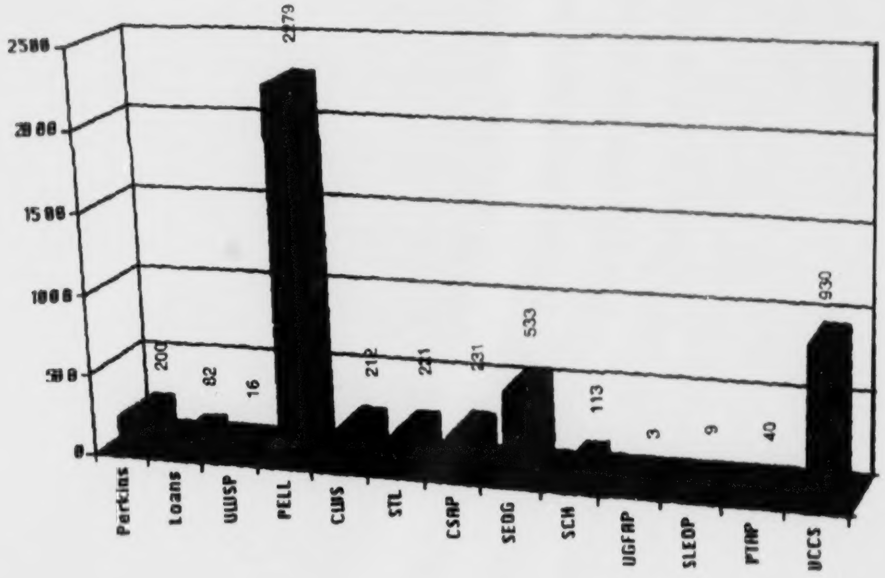


Chart 5.4.04
Fifteen-Year Comparison of Dollars Administered by Financial Aid (1979-1994)

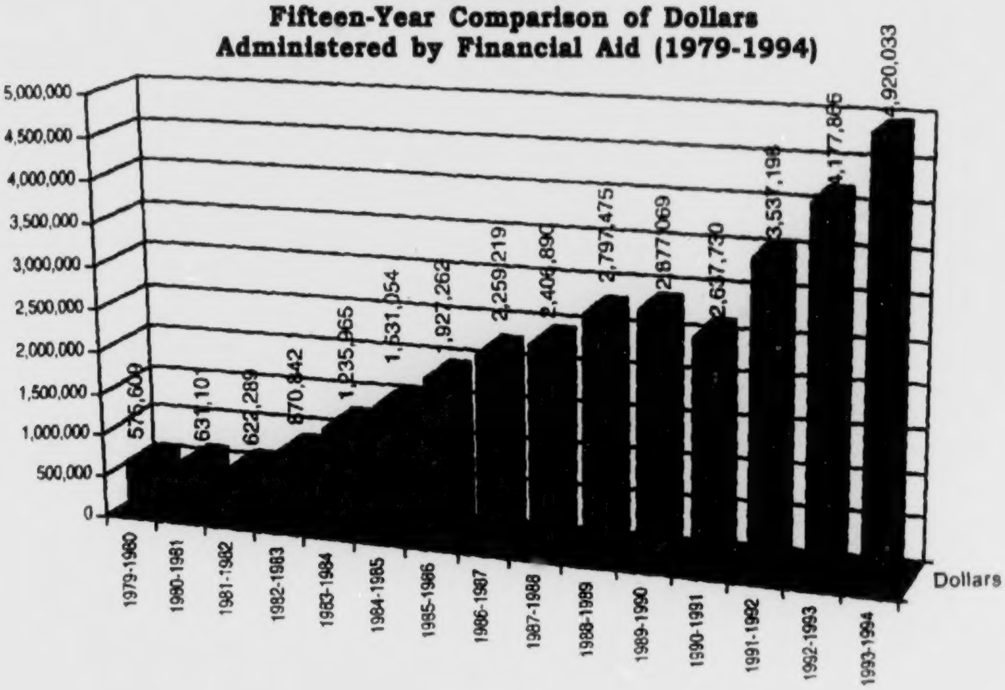
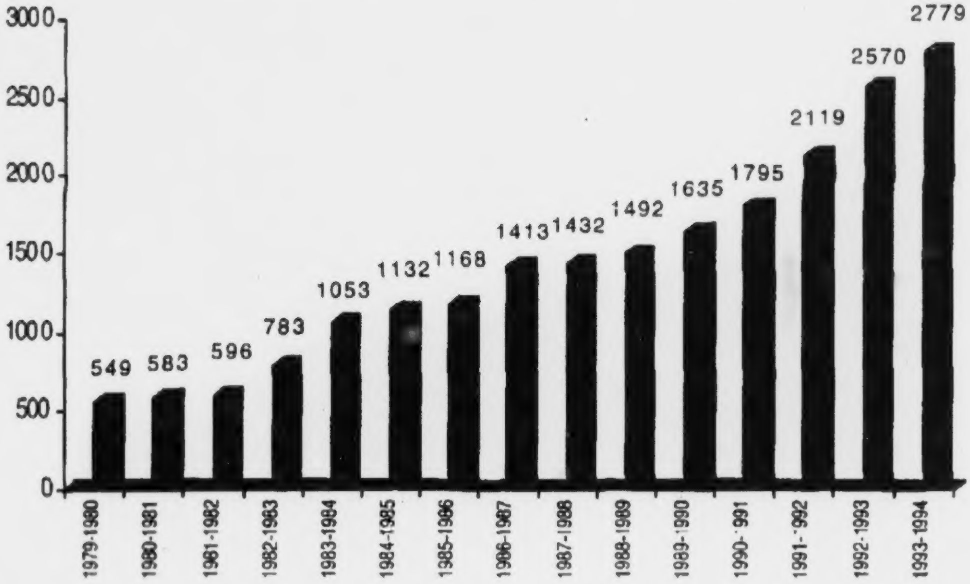


Chart 5.4.05

Fifteen-Year Comparison of Students Assisted by Financial Aid (1979-1994)



Other outside agencies, such as JTPA and Vocational Rehabilitation, also assist eligible students with financial aid.

Students receive advice on the most efficient use of financial resources for educational expenses primarily through workshops, in which the Office of Financial Aid presents comprehensive information about educational financing and budgeting. At the request of faculty and certain constituencies. staff members also conduct specialized financial aid workshops, The Office of Financial Aid also regularly distributes The Student Guide to Financial Aid published by the US Department of Education.

HEALTH SERVICES

To address health needs for sick or injured students on campus, the campus security staff, who are also trained in medical techniques, work *in* conjunction with Student Development Services. The primary first aid station is located in the Nusing Lab on the second floor of Tazewell Hall. Limited first aid can also be sought in the Library in Russell Hall, the front lobby in Buchanan Hall, and K-227 in King Hall. All campus security vehicles have trauma kits. First-aid kits can also be found in labs, shops, the Business Office, and the Office of Student Development Services.

If injuries require more than minor first aid, the campus security staff arrange either to transport the injured party to The Clinic at Claypool Hill in a campus security vehicle or to contact the Richlands Rescue Squad or the Lebanon Life-Saving Crew for assistance in transportation. The Security Officer Supervisor maintains records to document reports of student injuries and services.

To promote a wellness environment on campus, the counseling staff at SVCC facilitate workshops and seminars dealing with health related topics as needs indicate. These seminars may invite community experts or staff members to speak on such topics as alcohol/drug abuse prevention and current social/health problems. The College's Audio-Visual and Distance Education Services Department houses several videos which are sometimes used in conjunction with these seminars and which counselors show to freshmen orientation classes. These videotapes include "Alcohol--The Social Drug: The Personal Problem" and 'The Drug Problem: What do you think?" Additional brochures relating to alcohol and drug abuse prevention are displayed on the first floor of Tazewell Hall. To address individual needs, a designated counselor serves as a resource for student concerns and problems with substance abuse and, when necessary, counselors make referrals to Cumberland Mountain Mental Health Services.

In 1990, in collaboration with area hospitais, medical clinics, and health departments, the College began sponsoring an annual Health Fest to increase student awareness of the many health services and organizations in the community. At the Health Fest, a community health care team administers health screening tests, which include blood pressure, cholesterol, and glucose readings. A wellness-lifestyle management station features a fitness questionnaire, materials on nutrition and diet, and a check list for stress, health risks, and skin cancer. In addition, registered nurses interpret concerns participants indicate on “Health Risk Appraisal” forms. Other stations display samples of nutritious drinks, snacks, and a variety of health foods, plus literature on the nutritional content of foods and healthier alternatives to high-fat and high-cholesterol foods. Other features of the Health Fest include a presentation by the regional epidemiologist for the Virginia Department of Health on the topics of AIDS and Sexually Transmitted Diseases and a display listing of services a county health department offers.

In conjunction with the Tazewell County Health Department, the College offers flu immunization shots to all SVCC students, faculty, and staff. Since 1991, these shots have been made available in late September or early October in an effort to prevent the spread of the influenza virus on campus.

Also, if having a healthy faculty and staff encourages a healthy student body, then it is significant that, in the 1993. 94 academic year, Southwest Virginia Community College joined the state CommonHealth Plan, which fosters preventive wellness. Even though membership for individuals is voluntary, participation is highly encouraged and thus far has been excellent.

The self-study committee assigned to evaluate Student Development Services at SVCC determined that the College's health services are sufficient.

STUDENT ACTIVITIES

Southwest Virginia Community College has developed policies and procedures governing the supervisory role of the institution over student activities. These are published in the "Student Activities Handbook." Supervision of student activities is the responsibility of the Co-Curricular Activities coordinator, who reports to the Dean of Student Development Services. The coordinator's job description, published in the *SVCC Faculty Handbook* (PD 026), enumerates the functions of the position, which include planning and supervising co-curricular activities, coordinating campus organizations and all sports programs, advising the Student Government Association, and serving as a liaison between student organizations and faculty or administration.

The Student Activities Program at SVCC appeals to a wide range of student interests and provides a wealth of student activities. Student clubs and organizations, which are sponsored by a member of the faculty, staff, or administration, and which allow like-minded students to meet and engage in special interests, usually fall under one of the following classifications: social and recreational, service. academic area, special interest-hobby, and athletic. A list of clubs may be found in the *Catalog and Student Handbook* (1994-95, 38) and the "Student Activities Handbook." The "Student Activities Handbook" (Section: "SVCC Clubs/Organizations") also delineates the procedures for organizing and chartering new clubs.

In addition, the Student Activities Program offers co-curricular events, such as the SVCC Series: entertainment, such as comedians, singers, the Holly Ball, Spring Formal, and SGA Dance; fun days and cookouts: parties, such as the SGA Halloween Party: and political events, such as the SGA Mock Election.

Activity Announcements

The Office of Co-Curricular Activities publishes the 'Student Activities Calendar" as its primary source of communication. Events are also included in the weekly College Bulletin.

Budget

The approximateiy $30,000 annual budget for SGA activities comes from a student comprehensive fee of 50 cents per credit hour, 25 cents of which goes to student activities, and from game-room vending machine profits. In addition to using funds to support regular SGA activities. student members determine which other college events, such as the Fun Fest, Spring Festival, and Fali Foliage Festival, to support.

The student government budget and all club budgets must be processed through the College's Business Office following established procedures.

Athletics

Southwest Virginia Community College sponsors health, physical education, and recreational intramural programs on campus and/or off-campus in community facilities. The Co-Curricular Activities coordinator, assisted by a Health and Physical Education instructor, plans and supervises the intramural program comprised of activities that promote the physical well being of the individual student and the development of recreational skills. The inclusion of an intramural program open to all SVCC students demonstrates the comprehensiveness of student activities, which include bowling, chess, foul-shooting contests, fun run, softball, basketball, three-on-three basketball, track and field, flag football, volleyball, and co-ed softball.

The State Board for Community Colleges authorizes club sports competition with the approval of the Local College Board, providing that non-state funds pay all directs expenses and all such programs adhere to the general requirements for student activities. SVCC club sports compete with many other clubs at community colleges throughout the State. Currently, club sports teams exist in the areas of basketball, baseball, and rugby, with the hope of expanding to co-ed volleyball, golf, and women's softball in the near future.

A major emphasis was added to sports activities on campus in fall of 1993 with the completion of the first phase of a major recreational complex including a track, a combined football-soccer-rugby field, and a baseball field. This addition tc campus facilities exemplifies the College's commitment to physical activities and sports as a contributor to the well-being and development of students. Further evidence of a commitment to holistic education for SVCC's students can be seen in the proposed new Center for Health and Community Development, which will include a gymnasium, weight-training room, and racquetball courts, and should be operational by the fall of 1996. As is true of the recreational complex, the new facility will be open to students, alumni, faculty, staff, and community residents.

The facilities described above *will enhance the sports programming and development of new opportunities for the student body and address the student needs which were identified by the "Student Questionnaire 1993-94." According to the survey, the needs certain groups of students expressed about recreational facilities for student activities and about intramural participation and personal development are as follows: "Students in the 35-44 age group had the lowest satisfaction ratings on both questions, 29 percent on the student activities question and 30 percent on the recreational facilities question. This group had a high dissatisfaction rating on the recreational facilities question . ." Simultaneously, "the 35-44 age group reported the lowest opportunity to participate in intramural sports. ... On the question of whether the intramural program helped with personal development and was integrated into the College's total program, all groups, except the 35-44 group, had 'Yes' responses in the 42-47 percent range" (Office of Planning and Development, "Analysis of On-campus Student Survey").

Various college organizations offer numerous on- and off-campus activities, and the future expansion of a wellness facility will further strengthen the student activities program to address student concerns. Expanding student activities' opportunities and facilities even further to an unreached segment of the student body and the community would provide lifelong health development and maintenance for students, faculty, and the community-at-large. Significance can be found in the profound impact of exercising through non-impact sports and physical activities such as swimming and aqua aerobics from neo-natal to geriatric populations. The development of no impact sports and activities constitutes a foundation for students, faculty, and the community-at-large to develop recreational pursuits that continue into retirement, such as golf. Furthermore, classes can be offered to students, faculty, and the community-at-large, thus enriching not only the College's offerings but the lives of residents in the service area. Also, such an expansion would provide additional activities and facilities to develop health maintenance for people with injuries.

Since swimming is the best exercise for all ages and ambulatory and some non-ambulatory health conditions, and no public year-round swimming facility exists in the four-county area, this committee **proposes planning student and community activities that include expanding activity opportunities for nontraditional students (especially within the age range of 35-44), student and employee families, and developmentally disabled or otherwise disadvantaged segments of the student body including community residents not enrolled at the College. The** committee **further proposes adding a swimming pool and putting green in future recreation-facility planning in order to expand services to a growing diverse student body, a segment of the student population not currently being served. and community residents not enrolled at the College.**

CONCLUSION

As a partner with the College's academic programs, the Student Development Services Division promotes a holistic educational environment germane to student success with SDS goals which reflect consistency with the College's purpose. Although needing some improvement, all areas meet or exceed SACS *Criteria*

- A comprehensive admissions process exists.
- An effective multifaceted orientation program addresses the diversity of the student body.
- Continual offerings of academic and personal counseling, career development, tutoring, and specialized workshops evolve within a focal theme of student success and retention determined by an assessment of students' strengths and weaknesses.
- An interdisciplinary intervention of academic advisement guides students through educational programs.
- A new partnership, Career Centers of Southwest Virginia, expands services to the adult learner.
- Veterans receive assistance through the Veterans Affairs Office.
- Multifaceted co-curricular and extra-curricular offerings supplement students' education.

- Students have means to participate in student governance.
- Health services are sufficient.
- An Alumni Program offers vital informational linkages between the College and its alumni.
- Qualtfied students have access to many Financial Aid sources.
- Specialized services provide the following grant funded programs: Gender Equity, Student Support Services, Talent Search, and AmeriCorps. USA.

Therefore, comprehensive services successfully address the diversity of the College's student body, and this comprehensiveness itself demonstrates the College's commitment to provide quality student development services. However, the extent of the campus community's diversity creates challenges in addressing needs: primarily, the strain on personnel to meet this diversity and the College's extensive use of grant funds to support many of the programs in the Division of Student Development Services.

EDUCATIONAL SUPPORT SERVICES: STUDENT DEVELOPMENT SERVICES

Recommendations, Suggestions, and Proposals

- The committee **recommends** that the College continue to review the placement issue and provide appropriate staff.

- The committee **recommends the** development of an allocation plan to determine needs and predict when additional positions are justified.

- The committee **recommends** that the College review in the annual budget review process the role of grant funded and grant restricted positions and services for possible inclusion in the College's non-grant plans and budgets.

- The committee **recommends** that the College review the space problem in the Student Support Services area and provide sufficient space allocation to address the needs for tutorial services.

- The committee **proposes** that the statement of purpose for the SGA, as written in the "Student Activities Handbook," and a statement noting student involvement on college committees should be added to the SVCC Catalog & Student *Handbook.*

- *The* committee **proposes** planning student and community activities that include expanding activity opportunities for nontraditional students (especially within the age range of 35-44), student and employee families, and developmentally disabled or otherwise disadvantaged segments of the student body including community residents not enrolled at the College.

- The committee **proposes** adding a swimming pool and putting green in future recreation-facility planning in order to expand services to a growing diverse student body, a segment of the student population not currently being served, and community residents not enrolled at the College.

COMMITTEE

Pat Bussard Chair	Instructor, College Publications Coordinator
Mary Lawson writer	Instructor, Institutional Advancement Officer
Dan Bowling	Professor, Electricity/Electronics
Ted Dingler	Assistant Professor. Physics
Richard Hudson Liaison	Professor, Dean of Financial & Administrative Services
Frances Lowdermilk	Instructor, Student Support Services Transfer Counselor
Bill Luttrell Recorder	Accountant, Business Office
Robert Sutherland	Professor, Director of Learning Resources
Joe Stevenson	Associate Professor, Business Management

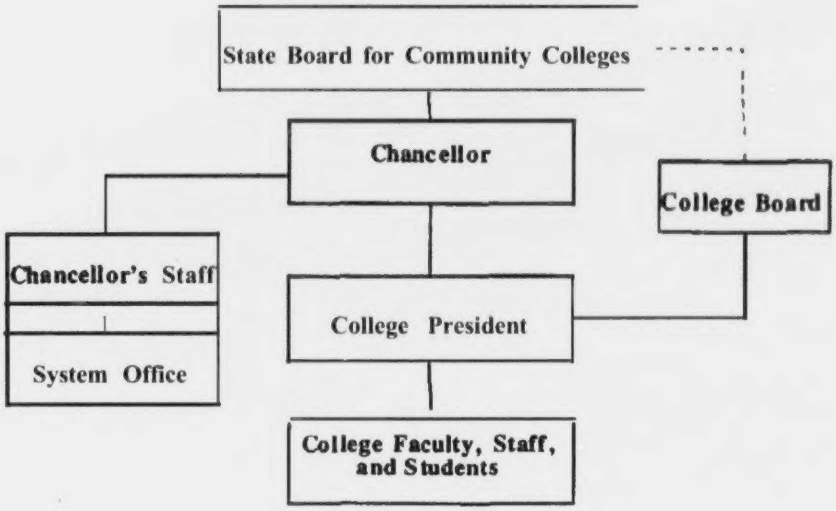
INTRODUCTION

In 1966, an act of the Virginia General Assembly established the State Board for Community Colleges. This authorization charged the Board with the responsibility to establish, control, administer, and supervise all community colleges within the Virginia Community College System (Code of Virginia, Title 23, Chapter 16, Sections 23-214 through 23-231). In 1977, the General Assembly changed the role of the Skate Board for Community Colleges from a state agency board to a governing board for a statewide institution of higher learning. Therefore, the Virginia Community College System (VCCS) is a single statewide institution of higher education over which the State Board for Community Colleges is the policy-making body. Within this state system, there are 23 established community colleges (The *Establishment and Operation of Virginia's Comprehensive Community Colleges,* 1993).

The State Board for Community Colleges appoints as chief executive officer of the Virginia Community College System a chancellor, who reports bimonthly to the State Board and serves as its secretary (VCCS Policy *Manual,* Section 2A-13). Heading each of the community colleges within the state system is a president who reports directly to the chancellor and to a local college board. The organizational chart on the following page shows the relationships within the VCCS.

The purpose of this self-study committee assigned to evaluate part of the administrative processes at Southwest Virginia Community College [SVCC) was to study the organization and administration of the institution as a single college within the context of a state system in order to determine whether or not SVCC brings together and allocates resources effectively to accomplish its purpose and goals. This study led to the exploration of the following components of the administrative processes: Organization and Administration (SACS Criteria 6. 1), Institutional Advancement [SACS Criteria 6.2). Grants and Contracts (SACS Criteria 6.5) and Related Corporate Entities (SACS Criteria 6.6).

Chart 6.1.01
Organizational Chart
Virginia Community College System


State Board for Community Colleges
Chancellor
College Board
Chancellor's Staff
College President
System Office
College Faculty, Staff, and Students

ORGANIZATION AND ADMINISTRATION

Descriptive Titles and **Terms**

SVCC recognizes that clarity, accuracy, and appropriateness of the institution name, titles of administrative heads and divisions, academic divisions, and programs and degrees offered are necessary for clear communication between the College and its constituents.

The first Local College Board selected the name Southwest Virginia Community College for the comprehensive community college established to serve the southwest part of Virginia, including the counties of Buchanan, Russell, Tazewell, and part of Dickenson. Thus the name of the institution accurately and appropriately describes the College's service area.

A brief history of the origin of Southwest Virginia Community College is in the 1994-95 College catalog & Student ***Handbook*** (1). More extensive information is available in the Office of the President and the SVCC

Library. The Library also retains copies of annual reports, minutes of college committees, minutes of the Local Board and State Board meetings, faculty directories, yearbooks, college bulletins, and official memoranda.

Titles of administrative heads and position descriptions for the President, Administrative Assistant to the President, deans, directors, and coordinators are clearly and concisely detailed in the Faculty Handbook (Section Al-29: Appendix PDOOl-PD028).

The College Catalog & Student *Handbook* lists and identifies academic offerings and programs throughout. The Catalog lists the programs of study and delineates the degree programs: lists and defines degrees, diplomas, and certificates; and gives a concrete and accurate description of college courses, complete with course number, course credits, course hours, course prerequisites, and general usage courses (174-240). Very clear guidelines chart the path for achieving the award of associate degrees and for receiving certificates and diplomas. In addition to course offerings listed in the Catalog, there are specialized courses offered by various offices on campus, such as the Office of Continuing Education and Community Services and the Office of Evening Offerings.

Since the needs of the community have varied over the years. changes have been appropriately made to meet those needs. Academic offerings may be added, deleted, and/or expanded which may require changes in administrative and faculty/staff positions. As changes are made, information is updated in appropriate college publications. These publications provide evidence that clear and accurate descriptions of the titles and terms necessary to identify the components needed to implement a successful educational program to meet institutional goals are in place at SVCC.

State and Local Boards

How well the governing board of an institution is organized and functions to carry out its responsibilities in regard to the administrative process helps determine the success or failure of that college in meeting institutional goals. In Virginia, guidelines are clearly set for both state and local level responsibilities for the governance of the Virginia Community College System and the individual member colleges.

The State Board consists of 15 members appointed by the Governor and subject to confirmation by the General Assembly. The charge of the State Board is to serve the best interest of the State as a whole. The VCCS *Policy Manual* clearly states that "no member of the State Board shall act as the representative of any particular region or of any particular institution of higher education" (Section 2A- 10).

In order to ensure a non-biased governing board, the State Board shall be comprised of persons selected from the State at large. "No officer, employee, or member of the governing board of any public institution of higher education, or of any school subject to the control of the State Board, or any member of the General Assembly, or any member of the State Board of Education, shall be eligible for appointment to the Board." All members of the Board shall be considered members-at-large. Their charge is to serve the best interests of the whole State (VCCS *Policy Manual* Section 2A- 10).

The responsibilities of the State Board for Community Colleges are clearly outlined in the Virginia Community College System *Policy Manual* (Section 2A-11). The responsibilities and duties of the State Board are also defined in The *Establishment and Operation of Virginia's Comprehensive* Community Colleges (10). a VCCS report prepared for visiting committees of the Southern Association of Colleges and Schools, and, in general terms, in the SVCC *Faculty Handbook* (Section 2.02). The *Faculty Handbook* explains that the State Board establishes the policies providing for the creation of the local community college board and the procedures and regulations under which such local boards operate. Because it is information that would be useful to individuals employed at all levels within the institution, the self-study committee evaluating **this** segment of Administrative processes **proposes that the same statement about the State Board which is wdn the SVCC *Faculty Handbook* be added to the SVCC Classified *Staff Handbook*.**

The VCCS Policy Manual describes the organization of the State Board in detail, including the following information concerning State Board members' appointments. terms, etc.:

> The number of members is set at fifteen.
>
> After initial staggered appointments, appointment shall be made for terms of four years each, except

> appointments to fill vacancies which will cover the term only.
>
> No one who has served on the State Board for two successive four-year terms shall be eligible for reappointment to the State Board for two years thereafter.
>
> The State Board will meet at least every other month, except when, by a majority vote, the Board shall deem that a meeting is unnecessary.
>
> Seven members of the State Board must be present to constitute a quorum for making decisions. (Section 2A-10-11)

The VCCS *Policy Manual* (Section 2A-10) states that the first appointments of the fifteen-member State Board will include appointments for four members for one year, four members for two years, four members for three years, and three members for four years. After these initial appointments, all appointments shall be made for terms of four years each. However, appointments to fill vacancies will be for the time of the unexpired term only. This system ensures appropriate continuity in board membership.

The Governor appoints and the General Assembly confirms State Board members (VCCS *Policy Manual* Section 2A-10). In its perusal of requirements for State Board membership, this committee noted that no policy on dismissal with due process for State Board members existed. Upon further exploration. the committee learned that this situation had been brought to the attention of the State Board as the result of other community colleges' self-study processes. On November 21, 1994, the State Board met and approved a dismissal policy with due process (VCCS Policy Manual Article 1, Section 1.2, "Composition," 2C-3).

The State Board sets specific, broad institutional policies according to guidelines outlined in the VCCS *Policy Manual* (Section 2A-ll-12). Financial resources are appropriated by law. and the State Board is responsible for the control and expenditure of funds and the establishment of tuition fees and charges. The State Board is also authorized, with the Governor's approval, "to accept from any government or governmental department or agency or any public or private body or from any other source, grants or contributions of money or property which the Board may use for or in aid of any of its purposes" (VCCS *Policy Manual,* Section 12A-12).

The State Board is responsible for monies appropriated by the General Assembly and other sources to provide basic financial support for community colleges in Virginia (VCCS *Policy Manual,* Section 12A-26).

The State Auditor of Public Accounts annually audits all financial reporting. The VCCS Director of Audit provides the State Board with audit findings and financial reports on an annual basis. In addition, the president of each of the member community colleges reports directly to the Chancellor. This organization allows for a free-flowing communications system. The SVCC *Annual Report,* which includes financial information, is distributed to, among others, the VCCS State Board.

"The State Board and each community college reserve the right and prerogative at all times to repeal, revise, or adopt policy." Policy remains in effect until revised or repealed (VCCS *Policy Manual, Section* 2A-11).

In addition to the VCCS State Board, each individual community college has its own local college board. To comprise the ten-member SVCC Local Board, each Board of Supervisors for the counties of Buchanan, Russell, and Tazewell appoints three members, and the Dickenson County Board of Supervisors appoints one. The Southwest Virginia Community College Board is given the general task of performing such duties with respect to the operation of a community college as the State Board for Community Colleges delegates to it. The Local College Board is responsible for assuring that the College is responsive to local needs as they apply to statewide policies, procedures, and regulations of the State Board for Community Colleges *(SVCC Board Policies and Procedures Manual,* Section 2.400; VCCS *Policy Manual,* Section 2A 15-16).

Thus State Board policy confines the Local Board to the policies and procedures set by the State Board. Within this context the Local Board has the responsibility of assisting with the selection of the chief executive officer and afterwards provides a valuable role by offering a medium from which the President may solicit advice.

The Local Board makes the official request to county Boards of Supervisors for funds for site development and approves expenditures from the local budget designated for expenses not met through State Maintenance and Operation funds. To help meet other college needs, the Board is actively involved in the fundraising efforts of the SVCC Educational Foundation.

Advisory **Committees**

Local lay advisory committees have been successfully used at Southwest Virginia Community College since its beginning in 1967. The SVCC ***Board Policy and Procedures Manual*** mandates the use of such committees and lists their functions (Section 2.400).

These committees assist in developing and upgrading of all occupational-technical and selected transfer curricula. The purposes and specific functions of these committees are outlined in ***Procedures for Curriculum Advisory Committees,*** which the Office of the President distributes to each advisory committee member or designee.

As listed along with their membership In the "Directory of Curriculum Advisory Committees" available from the offices of the President and the Dean of Instruction, SVCC currently has 24 lay advisory committees.

A survey of teaching faculty members who are Involved with a lay advisory committee helped to measure the effectiveness of advisory committees at SVCC. Responses from all active committees were received with multiple responses from several. The average response of each committee was used to determine a composite average for all questions. The Instrument sent with the composite average of the results for each question may be found in the Office of Planning and Development.

On a scale from 1 to 5. with 5 being high and 1 low, the range of responses ran from 2.89 to 4.75. The 4.75 rated the appropriateness of the professional position of the members, and 2.89 rated the group sessions between members and students about information on the "Real World" they are about to enter.

The item "establishing and keeping a regular schedule of meetings" received a 3.71 rating, indicating that while all committees do not meet regularly, they meet as needed. A low 3.29 rated the record keeping of meetings, including incoming and outgoing correspondence.

Using information from publications and from the results of the questionnaire. the self-study committee evaluating Administrative Resources readily concluded that the role of advisory committees is clearly defined and that the committees are actively performing their function as outlined.

Official **Policies**

As shown earlier, the State Board for Community Colleges establishes the policies and procedures which govern SVCC. A copy of the VCCS Policy Manual, which contains these policies and procedures, is available in the College Library. State academic auditors test periodically for adherence to these policies.

These regulations are the basis for the establishment of the following handbooks and manuals: College Catalog & Student *Handbook Local Board Policy Manual, Faculty Handbook, Classified Staff Handbook,* and Educational Foundation *Policy Manual,* as well as various other policy manuals governing plant operations, including the business office, food service, data processing, physical plant, human resources, and health and safety.

These manuals and handbooks, which are revised and updated throughout the year to provide current information about the College and the procedures involved in its daily operations, list the duties and responsibilities of the various college administrative officers. This descriptive information is found in the Appendix of the *Faculty Handbook* (Section Al-29). The publications also include, but are not limited to, college organizational charts: due process for handling grievances: local curriculum advisory committees: appointment, reappointment, promotions, and reductions in force; and classroom responsibilities of instructors.

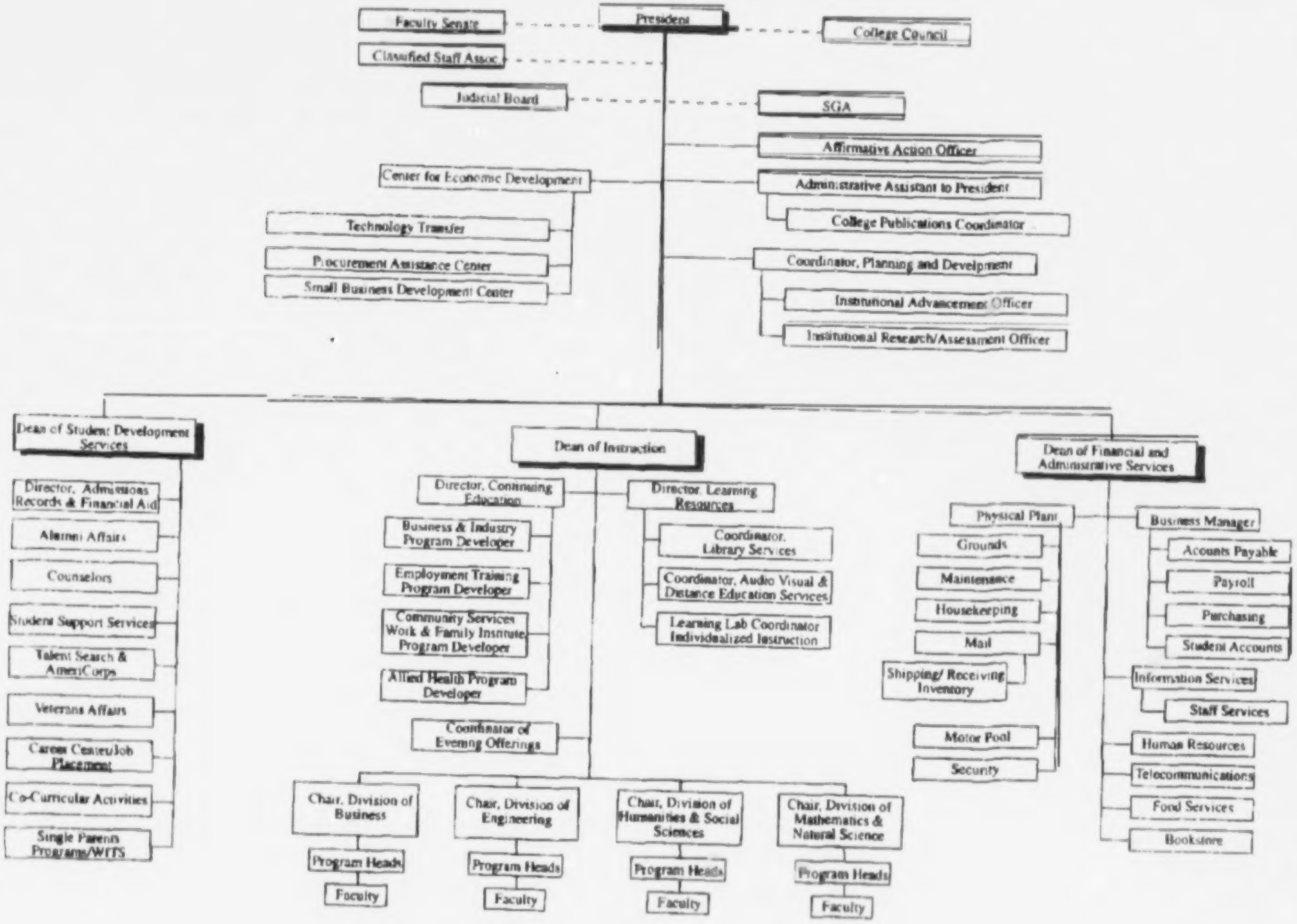
Additionally, the Commonwealth of Virginia has issued an *Employee Handbook,* which provides a variety of information covering conditions of employment, benefits, employee grievance procedures, standards of conduct, and various miscellaneous subjects. This handbook is available to employees of the College through the Office of Human Resources.

SACS *Criteria* specifically identified tenure as an example of official policies which must be published in official documents. In 1972, the State Board adopted multi-year appointments in lieu of tenure. All those on tenure had a choice of keeping their tenure or moving to multi-year appointment.

Administrative Organization

The administrative structure clearly defines the lines of responsibility and authority for the College. As a means of meeting the educational needs of its community, the College assigns appropriate administrative responsibility, as shown by the Administrative Organizational Chart on the following page, and job descriptions, which are printed in the *Faculty Handbook* The organizational structure and job requirements of the administrative staff ensure that educational program responsibility is administered according to the stated purpose of the College.

Chart 6.1.02
Southwest Virginia Community College
ORGANIZATIONAL CHART


Faculty Senate
President
College Council
Classified Staff Assoc
Judicial Board
SGA
Affirmative Action Officer
Center for Economic Development
Administrative Assistant to President
College Publications Coordinator
Technology Transfer
Procurement Assistance Center
Small Business Development Center
Coordinator, Planning and Develpment
Institutional Advancement Officer
Institutional Research/Assessment Officer
Dean of Student Development Services
Dean of Instruction
Dean of Financial and Administrative Services
Director, Admissions Records & Financial Aid
Alumni Affairs
Counselors
Student Support Services
Talent Search & AmeriCorps
Veterans Affairs
Career Center/Job Placement
Co-Curricular Activities
Single Parents Programs/WFTS
Director, Continuing Education
Business & Industry Program Developer
Employment Training Program Developer
Community Services Work & Family Institute Program Developer
Allied Health Program Developer
Coordinator of Evening Offerings
Director, Learning Resources
Coordinator, Library Services
Coordinator, Audio Visual & Distance Education Services
Learning Lab Coordinator Individualized Instruction
Chair, Division of Business
Program Heads
Faculty
Chair, Division of Engineering
Program Heads
Faculty
Chair, Division of Humanities & Social Sciences
Program Heads
Faculty
Chair, Division of Mathematics & Natural Science
Program Heads
Faculty
Physical Plant
Grounds
Maintenance
Housekeeping
Mail
Shipping/ Receiving Inventory
Motor Pool
Security
Business Manager
Acounts Payable
Payroll
Purchasing
Student Accounts
Information Services
Staff Services
Human Resources
Telecommunications
Food Services
Bookstore

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Reporting directly to the President are the Dean of Student Development Services, the Dean of Financial and Administrative Services, the Dean of Instruction, the Administrative Assistant to the President, the Coordinator of Planning and Development, and the Director for the Center of Economic Development.

The Dean of Student Development Services supervises the following areas: Admissions and Records, Financial Aid, Counseling Services, Student Support Services, Talent Search, AmeriCorps, Veterans Affairs, Southwest Virginia Career Centers, Inc., Student Activities, Alumni Affairs, and Single Parents Programs/WIT.

The Dean of Financial and Administrative Services supervises the Business Office, Physical Plant, Human Resources, Information Services, Telecommunications, Food Services, and Bookstore.

The Dean of Instruction has primary responsibility for all educational programs. Reporting directly to the Dean of Instruction are the chairs of the four academic divisions (Business, Engineering, Humanities and Social Sciences, and Natural Science and Mathematics), which are directly responsible for administering all college transfer and occupational-technical programs of the College. Within each academic area, instructional staff report directly to the division chair. Division chairs unanimously agreed that they were adequately involved in administrative organization and consideration of educational offerings and related activities.

Also responsible for administering instructional programs, as well as providing instructional support services for the academic divisions, are the Learning Resources Center (LRC) and the Office of Continuing Education and Community Services (CECS). Directors for both areas report directly to the Dean of Instruction. The Director of the LRC supervises the Library, Learning Laboratory, and Audio-Visual and Distance Education Services. The Office of Continuing Education and Community Services works in conjunction with the four academic divisions and the LRC to provide on- and off-campus instructional services for business, industry, and special groups. These services include credit and non-credit programs, cultural events, workshops, lectures, conferences, seminars, and special events. An assessment of the CECS Division may be found in Section 4 of this self-study document.

The administrative organizational chart of the College is disseminated to specific groups of citizens in the service region through the Local College Board, lay advisory boards, committees with comprehensive memberships, and the Faculty Handbook.

The duties of the President and all other administrative staff responsible to the President are clearly defined and made known to faculty and staff through the faculty and classified handbooks. At the time of employment, the President's Office assigns each member of the teaching and administrative faculty an individual Faculty ***Handbook,*** which is thereafter updated as changes occur. The classified handbook is also updated in a similar fashion.

An organized employment process and Affirmative Action Plan are in place at the College to ensure that administrative officers possess the appropriate credentials and demonstrated competencies to assume responsibilities for assigned areas. The Office of Human Resources maintains records for all full-time faculty and classified employees. Part-time faculty records are maintained in the Office of the Dean of Instruction. The credentials of non-credit Community Services instructors are housed in the Office of Continuing Education and Community Services. The educational degrees of administrators and faculty members are printed in each edition of the SVCC Catalog & Student Handbook.

Policies and procedures for evaluating the performance and competence of the President and other administrative officers are in effect at Southwest Virginia Community College. All administrative personnel are evaluated on an annual basis under the policies and procedures for evaluation covered in the VCCS ***Policy*** Manual and in the SVCC ***Faculty Handbook.***

INSTITUTIONAL ADVANCEMENT

Southwest Virginia Community College has in place a comprehensive institutional advancement program comprised of the Coordinator of Planning and Development, the Institutional Research Officer, and Institutional Advancement Officer, who also serves as the Executive Director of the Southwest Virginia Community College Educational Foundation, Inc. They work in cooperation with the Alumni Affairs coordinator and with the College Publications coordinator, who report respectively to the Dean of Student Development Services and the Administrative Assistant to the President. The SVCC Faculty

Handbook reflects the organization of this institutional advancement team (Section 2-01).

The purpose statements of the components of the institutional advancement staff are found in the SVCC ***Annual Report*** for 1992-93 in the respective division reports: "Planning and Development," "Institutional Research and Assessment" (Section VI-7) and "Institutional Advancement" (Section V-2).

The Office of Planning and Development has been responsible for securing external tax-generated public funds to assist the College in fulfilling its mission. Research and assessment are integral components of this program to determine how the College is meeting its goals and, if not, what changes need to be made to do so.

The purpose of the SVCC Educational Foundation, Inc., which seeks funding from the private sector to meet the needs of the institution which are not met through tax-generated funding sources, is stated in the 1993-94 SVCC "Educational Foundation Annual Report." The charter and bylaws of the Foundation are filed in the Foundation Office.

The newly created position of Alumni Affairs coordinator, who reports to the Dean of Student Services, was established to reinstate an aggressive **alumni** development program, following an earlier successful alumni organization effort. A recent capital campaign provided an excellent "cultivation" opportunity for alumni.

The Office of College Publications assists in creating a positive institutional image for the community since such an Image is vital for achieving the goal of institutional development.

Administrators of the institutional advancement staff at Southwest Virginia Community College are well qualified both through educational training and through years of experience in their related fields of expertise.

Alumni Affairs

Realizing the tremendous resources available through SVCC alumni, as well as other former students, the College initiated a formal alumni affairs program in the fall of 1993. The Alumni Affairs coordinator, guided by a mission statement, will expand the present alumni program.

Responsibility for alumni affairs rests with the Dean of Student Development Services. The Alumni Affairs coordinator directs the publication of an alumni newsletter to serve as a means of two-way communication between the College and former students. In each issue a request for information from alumni effectively acts as a survey. Almost 100 percent of the over 7,000 SVCC graduates receive the newsletter, and the response from the request for information varies from issue to issue. Last year the Office of Alumni Affairs obtained over 800 address changes for SVCC alumni, who are encouraged to include in the request for information updates on career and education as well as address changes. This information is relayed to alumni readers through the newsletter under the title, "Alumni on the Move."

The newsletter also serves as a means to keep alumni informed about and interested in what is developing at the College. This is one way in which the College encourages former students to participate in the growth and development of the institution.

Faculty and staff involvement with former students is also an effective means of keeping alumni in touch with the College. Students often come back to seek advice, letters of recommendation, and other assistance from faculty and staff, thus providing a strong means of forming a bond between alumni and the institution.

Special events, such as the Mountain Foliage Festival, SVCC Dinner Series, and events specifically for alumni, also create opportunities for alumni to stay in touch with the College.

A survey of all alumni was one of the first goals of the new Alumni Affairs coordinator. The results of the survey provided positive reinforcement that SVCC graduates are "satisfied" or "very satisfied" with the academic and student services the College provides. Over 70 percent of the respondents who had attended another college reported that they felt a stronger attachment to SVCC than to the other college. Also, the majority of the graduates surveyed had obtained employment in their current field after leaving SVCC.

SVCC realizes the valuable resource that graduates and other former students are to the institution in recruitment, in an advisory capacity, in development efforts, and as volunteers. In order to create a mutually beneficial relationship between the College and its alumni, it is first necessary to know who they are, where they are, and what their interests and feelings are about SVCC. The alumni survey helped answer some of these questions.

Publications

The College Publications coordinator, under the direction of the Administrative Assistant to the President, has responsibility for supervising college publications. The duties and responsibilities for this position are listed in the *Faculty Handbook* (Appendix A-8, Section PD008). The College Publications coordinator is responsible for the development, planning, organization, and implementation of college media relations as well as many of the publications targeted for either internal or external markets.

Southwest Virginia Community College distributes numerous such materials and publications. The time and frequency of publication of marketing/media material vary depending on the purpose and goals of individual publications. Each year the College publishes annual reports and the College Catalog & *Student Handbook*. *The* College also publishes special catalog editions, as needed to provide registration and program information, and descriptive brochures about academic and/or special programs, as the need arises or as program changes occur. Other publications provide information relating to the services offered and the requirements needed to enter and complete various programs. Divisions, program areas, and offices of the College also publish material relating to their particular area of interest and service.

The College *Catalog & Student* Handbook contains and accurately depicts all of the areas listed in the Commission on Colleges, Southern Association of Colleges and Schools' document: Institutional *Advertising, Student Recruitment and Representation* of Accredited *Status* Every effort is made to ensure that the College *Catalog is an* accurate representation of the College.

Fundraising

In this time of limited state funds, it is imperative that institutions engage in fundraising in order to help meet institutional needs and thus achieve the purpose for which the College was established.

Southwest Virginia Community College has been successfully raising funds from the private sector since 1981, when the Southwest Virginia Community College Educational Foundation, Inc., was founded. As stated in the 199394 ***AnnualReport***the purpose of the Foundation is "to support the mission and goals of Southwest Virginia Community College." Governed by a Board of Directors, the Foundation has established policies as indicated in the "Foundation Policy Manual." Policy revisions are made as needed. The manual is distributed to Foundation Board members and is available from the Foundation Office.

Needs and goals in the SVCC 1982-1 992 Educational Master Plan (60) indicated that the SVCC Educational Foundation would play an Integral part in securing assets to help meet determined needs. These needs prompted a $5.1 million capital campaign with funds to be raised from the private sector for capital development, financial aid/scholarships, equipment. faculty and staff development, and college/community cultural and special events programs. As of November 1994, $4.9 million of this goal had been reached. Funds from this campaign will be expended for the construction of the Center for Health and Community Development.

The Foundation will continue to be aggressively involved in helping meet future needs of the College as they are determined and as priorities are set. Support from the private sector to meet these needs comes from gifts of cash, real estate, personal property, securities, estate planning, and deferred gifts. In addition, valuable in-kind gifts of equipment, supplies, labor, and service are important in achieving goals of the College and of the Foundation. An excellent example is the Virginians for Virginia Project to design and develop recreational facilities for the College and community.

As the newly appointed Alumni Affairs coordinator continues the alumni program in an aggressive manner, alumni will play a prominent role in fundraising as they did in the capital campaign.

EXTERNALLYFUNDEDGRANTSANDCONTRACTS

Realizing that funds from external sources can make a vital difference to an institution in reaching its goals and purpose, SVCC has been actively and successfully seeking external funds and contracts for many years and has been recognized both statewide and nationally for its success in this area. A "Policies and Procedures Manual for Campus Grants for Southwest Virginia Community College" is on file in the Office of Planning and Development and is distributed annually to faculty and staff who are monitoring grants.

Southwest Virginia Community College is not a research institution and does not pursue external grants for the purpose of faculty research. Therefore, the College does not have written guidelines with regard to faculty research.

The College's success in securing external grants and contracts for programs, equipment, scholarships, etc., is conveyed in Table 6.5.01, which lists all grants SVCC received in 1993-94 by type of grant. Excluding Financial Aid ($3,431,339), the balance of $3,181,591 represents 21.8 percent of the 1993-94 college expenditures of $14587,030.

Table 6.5.01
External Funds from All Sources

July 1, 1993 -June 30. 1994

Source	Amount
Financial Aid (Pell, SEOG. CSAP)	$3,431,339
State Appropriations	756,528
State Grants	3.060
Federal Grants	2,089,650
Private	151,711
Federal Work Study	151.463
Virginia Work Study	29.179
Total	$6.612.930

Source: Virginia Community College System FRS reports FBMOQ2, FBM070. and FBM043: and Commonwealth Accounting and Reporting System (CARS) ACTR 0402 Option B 1 (Trial Balance)

Although the College does not depend upon grants for its basic operations, the College does seize upon opportunities grant funds offer to support various college programs which might not exist without external funding, such as those shown in the following table:

Table 6.5.02

Grant Funding	Amount
JTPA Nursing	$279,245
Talent Search	211,815
Student Support Services	205,012
Defense Procurement Technical Assist.	111,715
Center for Innovative Technology	89,086
Small Business Development Center	43,809
Total	**$940,682**

Source: Virginia Community College System FRS reports FBM092, FBM070, and FBM043; and Commonwealth Accounting and Reporting System (CARS) ACTR 0402 Option B 1 (Trial Balance)

These grants provide funding for 14.5 full-time positions. Advertisements for these positions always state that employment is contingent on the availability of funding from the granting agency.

The two most recent grant-funded programs at SVCC are Tech Prep and AmeriCorps. SVCC is one of three community colleges nationwide (out of 1700 applications) to receive the AmeriCorps grant.

External grants have provided SVCC with the opportunity to pursue curriculum development, purchase equipment, and provide additional counseling services. A five-year $2,500,000 Title III project provides funds for programming to develop long-term institutional goals and objectives.

RELATED CORPORATE ENTITIES

While Southwest Virginia Community College does not rely upon related corporate entities, one such organization does provide valuable assistance to the College in achieving its purpose. As shown earlier in this section, the Southwest

Virginia Community College Educational Foundation, Inc., was established in 1981 to support the mission and goals of the College. The Board of Directors. which governs the Foundation, is made up of representatives from the community in the SVCC service region and from the College.

The table below reflects the growth in annual gifts to the Foundation since 198 1:

Table 6.6.01

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
EDUCATIONAL FOUNDATION, INC.
CASH AND NON-CASH CONTRIBUTIONS*

1981 - 85	**$ 368,109**
1985 86	108,473
1986 - 87	111,144
1987 - 88	100,340
1988 89	582,541
1989 90	462,016
1990 - 91	753,478
1991 - 92	1.009.648 **
1992 - 93	987.820 **
1993 - 94	451,281 **

'Does not include **$1,691,614** in local funds account for the Center for Health and Community Development

**Includes Virginians for Virginia National Guard Project and other in-kind donations for the Recreation Project

The Foundation records are audited annually, and the Office prepares and distributes an annual report. Funds are invested in FDIC insured institutions following the guidelines of the Investment Policy, as approved by the Board of Directors. Copies of the financial audits are in the Foundation Office and in the Office of the President of svcc.

Officers and employees of the Foundation are bonded, and the Foundation secures adequate liability insurance. Guidelines for expenditures, as approved by the board, require two signatures on all disbursements. These safeguards, along with annual audits, provide adequate internal controls and risk liability containment.

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A report submitted to the President in the "Annual Report" documents the mutual benefits. However, many benefits cannot be measured. While the "dollar" value can be placed on gifts of cash and other assets, the value of what these gifts help provide for the institution cannot be as easily valued. An accurate figure for the amount of scholarship assistance provided can be documented, but the value to the student recipients cannot be measured. Facilities and equipment which the Foundation provides expand and enhance SVCC programs, the value of which cannot be determined. Other activities which the Foundation sponsors provide immeasurable benefits to the College. They are excellent resources for enhancing the quality of life for the communities and provide excellent "good-will."

The many resources the Foundation provides have made a major impact on the College and readily and visibly contribute to the institution. It is clear that the activities of the Foundation complement those of the College and do, in fact, assist SVCC in achieving the purpose for which it was established.

CONCLUSION

The governance of the College by the Commonwealth of Virginia ensures compliance with rules and regulations enacted by the General Assembly. The challenge the College faces is to remain flexible and creative within the bounds of this governance.

The facts and figures speak for themselves. They are an obvious indicator that Southwest Virginia Community College has in place the administrative processes necessary to use available resources effectively to achieve its institutional goals and purpose. Growth in full-time student enrollment and the steady growth in the number of academic programs, as well as in faculty and staff, and the outreach of WCC, as it has responded to the needs of its service region for over 25 years, are clear indicators of the College's success. Since 1985, when the VCCS began keeping this statistic, SVCC has ranked number one of the 23 colleges in the Virginia Community College System in service to the population. While the percentage rate of the VCCS's service to population was 1.89 percent in 1994, SVCC served 3.71 percent of its population (Office of Planning and Development, ***SVCC Fact Book***). According lo a fall 1993 report prepared by the SVCC Office of Planning and Development, 70 percent of the individuals in the SVCC region who attended college in the fall of 1991 were enrolled at SVCC (State Council of Higher Education for Virginia, Document R- 1).

The success of fundraising from both the private sector and from other tax revenue sources, the success of SVCC graduates in the work place and in transfer institutions, the awards won by both faculty and students/student clubs, and the ranking of SVCC students on State licensure examinations are all measurable factors, from which one must conclude that Southwest Virginia Community College very successfully uses available resources to accomplish its institutional purpose.

ADMINISTRATIVE PROCESSES: ADMINISTRATIVE RESOURCES

Recommendations, Suggestions, and Proposals

- The committee **proposes** that the same statement about the State Board which is now in the SVCC Faculty Handbook be added to the SVCC Classified Staff Handbook.

COMMITTEE

Larry Davis Chair	Associate Professor, Business Management
Teresa Woodard writer	Instructor, Mathematics
Lee Anne Addison Recorder	Fiscal Assistant. Business Office
Doug Branton	Assistant Professor. Arts and Crafts
Sue W. Captain Liaison	Associate Professor. Librarian
Garry Damron	Associate Professor, Automotive Technology
Paul Hess	Buildings and Grounds. Highway Equipment Operator
James C. Humphrey	Assistant Professor, Mine Health and Safety
Christine K. Keene	Accountant. Business Office
Kay Lockhart	Assistant Instructor, Talent Search Advisor
Kathy Mitchell	Professor, Tricollege Nursing
Donna Musick	Office Services Specialist. Admissions Office
Windell L. Turner	Information Services Director

INTRODUCTION

The primary objective of the self-study committee assigned to evaluate Financial Resources of Southwest Virginia Community College (SVCC) was to assess the adequacy of the College's financial resources to support its basic purpose, the scope of its programs, and the number of its students.

The accomplishment of this objective required an examination of the following areas of operations specified in *Criteria for Accreditation* of the Southern Association of Colleges and Schools (SACS): evaluating financial resources for adequacy and stability; reviewing the organization for the administration of financial resources; assessing the adequacy of budget planning, evaluation, and control: evaluating the system and effectiveness of accounting, reporting, and auditing; reviewing the organization of and procedures for purchasing, inventory control, and cashiering; assessing the refund policy; and reviewing investment policies and risk-management programs.

In evaluating how well SVCC meets the SACS Criteria, the committee examined factual data and figures from records located in the Office of the Dean of Financial and Administrative Services: reviewed local and state policy manuals, handbooks, and procedures relating to financial resources; interviewed personnel in the Financial and Administrative Services area; and compared tuition rates and refund policy to similar institutions.

INCOME AND **EXPENDITURES**

Sources of Income

As a part of the Virginia Community College System (VCCS), Southwest Virginia Community College receives its operating money primarily from state funds. These are made up of general funds [tax dollars) and non-general revenue (student tuition and fees and miscellaneous income). Other non-general funds include federal funds, local funds (county tax dollars), other contracts and grants, and auxillary enterprises.

The VCCS distributes the targeted budgeted amount to individual colleges on both a formula and experience basis of which projected FTES is a major factor. Recognizing that larger colleges operate more efficiently and with less overhead costs, the VCCS uses a redistribution formula which incorporates a productivity cluster basis. As shown in Table 6.3.01 below, Southwest ranks in the 1.0781 cluster and, therefore, receives funds on a pro *rata* basis that is less than a college ranked at a lower productivity cluster.

Table 6.3.01
Efficiency Factor in Budget Model

Community College	**rank**	**Community College**	**rank**
Eastern Shore	**0.7809**	**Danville**	1.0454
Paul D. Camp	0.8264	**Piedmont Virginia**	1.0509
Rappahannock	**0.8634**	**Central Virginia**	1.0537
Southside Virginia	**0.9495**	**New River**	1.0601
Dabney S. Lancaster	**0.9698**	**John Tyler**	1.0614
Patrick Henry	**0.9884**	**J. S. Reynolds**	1.0667
Germanna	**0.9995**	**Southwest Virginia**	1.0781
Lord Fairfax	1.0050	**Virginia Western**	1.0934
Blue Ridge	**1.0055**	**Tidewater**	1.0953
Virginia Highlands	**1.0126**	**Thomas Nelson**	1.0989
Wytheville	1.0154	**Northern Virginia**	1.1004
Mountain Empire	**1.0309**		

SVCC does not borrow money for the purpose of obtaining stability nor does it depend upon external funding, such as federal, state, or local grants or private sources as a primary funding source. SVCC uses these sources totally as support for special projects and services.

The following tables show state income. Table 6.3.02 lists State Maintenance and Operation (M&O) revenue for 1984-85 through 1993-94. Table 6.3.03 shows current funds revenue by source for 1986-87 through 1993-94.

Table 6.3.02
State M a O Revenue

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Appropriations State General Fund	$4.030,226	$3,900,815	$5,004,014	$5,034,556	$6,515,277	$6,562,162	$7,736,561	$7.785.692	$6,561,223	
Add: General Fund Increase	149,620	600,296	328,556	1,454,515	1,020,492	1.006.623	9.141	514,414	513.735	
Delete: **General Fund Decrease**							(245,703)	(1,346,639)	(67,133)	
Total Appropriations State GeneraFund	4,179,846	4.701,111	5.332.570	6,489.071	7,535,769	7.568.785	7.499.99s	6.953.467	6.987.825	7.323.241
	74.1%	74.0%	74.3%	76.6%	78.4%	77.1%	74.3%	694%	65.3%	64.0%
Student Fees	1,421,549	1,782,521	1,857,821	2,006,238	2,136,867	2.319.917	2.623.916	3,158,280	3,597,137	
Less: **Refunds**	(58,905)	(56.596)	(57,218)	(61.570)	(71,981)	(88,167)	(72.886)	(90,023)	(71,945)	
Total Student Fees	1.362.644	1,725,925	1,800,603	1,944,668	2,064,886	2,231,750	2,551,030	3,068,257	3,525,192	3.728.784
	24.2%	27.2%	25.1%	22.9%	21.5%	22.7%	25.3%	30.6%	32.9%	32.6%
Sales and Services of Educational Departments					1,454	3.840	2,075	150	0	0
Other E&G Income	6,067	5,661	4,592	6,712	8.049	5,734	5,480	6.175	9,473	9,473
Community Education	39,856	27,671	23,477	25,697	24,030	23,166	26,403	33.119	87,649	55.076
Indirect Cost Reimbursement	15,333	15,759	11,277	22,634	17,403	19,655	23.025	22.350	29,625	56,057
Transfer from Pooled Revenue	29.806	(133,493)		(25,000)	(36.621)	(41,752)	(15,400)	(22,500)	66.650	
Transfer Equipment Trust Fund Lease Payment								(42,586)		
Rental	8,393	8,298	4,049	9,702	3,254	2,539	647	389	12	
Miscellaneous Revenues									85	271,731
TOTAL REVENUE	$5,641,945	$6.350,932	$7,176,569	$8,473,684	$9,616,225	$9,813,517	$10.095,258	$10,020,821	$10,706,511	$11,444,364
Full-Time Equivalent Enrollment	1,949	2,112	2,347	2,502	2.541	2,723	2,757	2.906	2.897	2,856
Dollars/FTE	$2,895	$3,007	53,056	$3.367	53,784	$3,604	53,662	$3,448	$3,696	$4,007

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Table 6.3.03
Southwest Virginia Community College
Current Funds Revenue by Source1986-87 to 1993-94

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Tuition and Fees	$1,844,339 17.5%	$2,049,920 17.5%	$2,122,825 16.0%	$256,372 16.1%	$2,651,448 18.6%	$3,164,228 20.9%	$3,710,214 22.5%	$3,819,411 21.1%
Appropriations State	5,502,570	6,340,801	7,570,761	7,604,753	7,375,863	7,151,182	6,582,173	7,106,124
Appropriations Local	[illegible]0	55,000	55,806	56,318	57,479	45,323	57,500	59,294
Total Appropriations	5 5652.2%	6.3954.5%	7 626,567 57.5%	7,661,071 54.6%	7,433,342 52.2%	7,196,505 47.6%	6,639,673 40.2%	7,[illegible]418 39.7%
Government Grants & Contracts								
Federal	2 394 826	2,445,670	2,517,728	2,971,447	2,945,927	3,615,855	4,945,719	5,637,669
State	77,849	94,505	203,235	319,961	190,749	154,528	639,824	848,416
	56,729							
Private Gifts, Grants, & Contracts	65,645	99,349	74,436	69,182	208,720	201,373	189,274	152,806
Total Government Grants & Contracts	2 5924.6%	2 622.5%	2795,399 21.1%	3 360 590 24.0%	3,345,396 23.5%	3,971 756 26.3%	5 774 817 34.9%	6638891 36.7%
Sales & Services of Educational *Activities*			1,455 0.0%	3,640 0.0%	2,075 0.0%	150 0.0%		
Auxiliary Enterprises	548,931 5.2%	607,535 5.2%	645,851 4.9%	717,135 5.1%	739,960 5.2%	688,077 4.4%	282,694 1.7%	279,187 1.5%
Other Sources	43,526 0.4%	47,658 0.4%	80,188 0.6%	28,506 0.2%	76,383 0.5%	103,671 0.7%	117,705 0.7%	163,258 0.9%
Total Current **Funds** Revenues	$10,533,315	$11,740,438	$13,272,285	$14,027,314	$14,248,604	$15,104,387	$16,525,103	$18,066,165
Full Time Equivalent **Enrollment**	2,347	2,502	2,541	2,723	2,757	2,906	2,897	2,856
Dollars/FTE	$4,488	$4,692	$5,223	$5,151	$5,168	$5,198	$5,704	$6,326

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In addition to appropriated state funds, VCCS policy permits individual colleges to secure, when possible, non-state funding for local college budgeting. The sources of these revenues are generally the local political subdivisions that an institution serves, donations and gifts, auxiliary enterprise revenues, and selected fees. The formula used to determine the local M&O share of each political subdivision (i.e, county) is based on population, assessed valuation of property, and the number of students from each county. Local campus construction and development funds are shared; each of three counties contributes one-third. Tables 6.3.04 and 6.3.05 list local maintenance and operations funds and local campus development and construction funds for the last 10 years.

Table 6.3.04
Local Maintenance and Operations Funds

County	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992.93	1993-94
Buchanan County	$17.839.00	$17.839.00	$18,382.00	$18.382.00	$19.000.00	$20.660.00	$20.475.00	$20.475.00	$18,0881.00	$17.091.00
Dickenson County	4.370.00	4,306.00	4.306.00	4,306.00	4.306.00	4.400.00	5,069.00	5.069.00	5,521.00	6.645.00
Russell County	11,098.00	12,171.00	12.171.00	12,171.00	13.000.00	12,424.00	12,410.00	12.410.00	12,534.00	13.125.00
Tazewell County	18,693.00	20,141.00	20,141.00	0.00	39,641.00*	18.834.00	19.525.00	19.546.00	21.357.00	22.433.00
Total	$52,000.00	$54.457.00	$55,000.00	$34.859.00	$75.947.00	$56.318.00	$57.479.00	$57,500.00	557.500.00	$59.294.00

Table 6.3.05
Local Campus Development and Construction Funds

County	1984-85	1985-86	1966-67	1987-88	1988-89	1989-90	1990-91	1991-92	1992.93	1993-94
Buchanan County	$16.660.00	$16,666.00	$79,032.00	$79,032.50	$67.000.00	$50,000.00	$100.000.00	$75,000.00	$77,387.00	$65,000.00
Dickenson County	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Russell County	16.666.00	16.666.00	16,666.00	141.399.00	67.000.00	50.000.00	70.590.04	70,590.04	80.466.00	79,875.00
Tazewell County	16,666.00	16.666.00	79.032.00	30.000.00	116,032.50	50.000.00	100.000.00	74,979.00	65,168.00	70,567.00
Total	$49.998.00	$49,998.00	$174.731.00	$250,431.50	$250.032.50	$150,000.00	$270.590.04	$220.569.04	$223,021.00	$215,442.00

This figure includes the payment from the previous year.

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Expenditures

As shown in Table 6.3.06, a comparison of SVCC with SACS data for the year 1992-93 indicates that the College is above Quartile 2 for all expenditures. The College is near the median percentile of total expenditures for instruction, academic support, student services, and plant but is significantly above the median for scholarships. Additionally, SVCC expenditures exceed the median for peer institutions for the period 1987-88 through 1989-90 except for student services and physical plant. Tables 6.3.07 and 6.3.08 provide additional information regarding expenditures,

Table 6.3.06

LEVEL I--FY 1991-92*
FTE STUDENT ENROLLMENTS 2,001 TO 2,900
N=59 Institutions
FALL 1992 FTES: SACS of 2,853 (used in these calculations); VA FTE = 2,555

Function of E&G Expenditure	E&G Expenditure in $'s per FTE Student				Percentage of Total E&G Expenditure	
	Quartile 1	Quartile 2	Quartile 3	SVCC	**Median**	**SVCC**
Instruction	1,458	1,750	2,000	2,231	44.7%	**44.1%**
Research	0	0	0	0	0.0%	**0.0%**
Public Service	0	28	120	42	0.8%	**0.8%**
Academic Support	208	**290**	364	433	7.2%	**8.6%**
Library Acquisitions	15	25	414	26	0.6%	**.5%**
Student Services	179	261	345	318	8.6%	**6.3%**
Institutional Support	364	422	589	681	**11.8%**	**13.4%**
Plant	**277**	341	428	319	8.6%	**6.3%**
Scholarships & Fellowships	267	425	642	1,034	10.7%	**20.4%**
Mandatory Transfers	0	3	78	0	0.1%	**0.0%**
Non-Mandatory Transfers	0	0	32	4	0.0%	**0.1%**
Total E&G	**3,181**	**3,951**	4,591	**5,062**		**100.0%**

*Last year of comparative data provided by SACS.

Comparison data supplied by Southern Association of Colleges and Schools
Current Funds 1991-92 IPEDS REPORT used. Student Data: Admissions Office
Prepared by Planning & Development February 24, 1994

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Table 6.3.07

Southwest Virginia Community College
Current Funds Expenditures and Transfers 1986-87 to 1993-94

	1986-87	1987-88	1988-89	1989-90	1990.91	1991-92	1992-93	1993.94
Instruction	$4,739,262 47.8%	$5,281,737 46.7%	$5,753,005 46.5%	$6,353,715 47.5%	$6,564,304 48.7%	$6,366,429 44.1%	$7,437,589 44.2%	$7,964,840 44.7%
Public Service	41,705 0.4%	121,560 1.1%	126,793 1.0%	122,759 0.9%	134,586 1.0%	118,899 0.8%	133,773 0.8%	135.614 0.8%
Academic Support	1,071,814 10.8%	1,078,739 9.5%	1,181,475 9.5%	1,246,366 9.3%	1,178,920 8.7%	1,236,548 8.6%	1,407,853 8.4%	1,532,568 8.6%
Student Services	709,049 7.2%	797,444 7.1%	862,084 7.0%	901,165 6.7%	889,178 6.6%	907,973 6.3%	831,626 4.9%	797,674 4.5%
Institutional Support	1,251,631 12.6%	1,558,636 13.8%	1,749,589 14.1%	1,723,116 12.9%	1,788,597 13.3%	1,942,276 13.4%	1,902,904 11.3%	2,060,527 11.6%
Operation and Maintenance of Plant	709.601 7.1%	942.371 8.3%	849,793 6.9%	900,941 6.7%	800.834 5.9%	908.863 6.3%	975,250 5.8%	1,110,836 6.2%
Scholarships and Fellowships	1,435.178 14.5%	1,508,104 13.3%	1,820.765 14.7%	2,080.679 15.6%	2,076,010 15.4%	2,949.802 20.4%	3,748.787 22.3%	4,185,273 23.5%
Mandatory Transfers	(38.078) -0.4%	22,375 0.2%	29,542 0.2%	50,661 0.4%	59.190 0.4%	11,173 0.1%	390,226 2.3%	33,981 0.2%
Total Educational & General Expenditures	$9,915,162	$11,310,966	$12,373,046	$13,373,402	$13,491,619	$14,441,963	$16,828,008	$17,821,313
Full-Time Equivalent **Enrollment**	2,347	2,502	2,541	2,723	2,757	2,906	2,897	2,856
Dollars/FTE	$4,225	$4,521	$4,869	$4,913	$4,894	$4,970	$5,809	$6,240

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Table 6.3.08
Southwest Virginia Community College
State M&O Expenditures

Academic Instruction	$2,886,550 51.3%	$3.432,506 54.0%	$3,750,158 52.3%	$4,355,647 51.6%	$4,975,746 52.6%	$5,236,931 53.4%	$5,457,930 55.0%	$5,232,818 52.8%	$5,398,876 52.6%	$5,729,467 52.3%
Community Services	30,659 0.5%	21.286 0.3%	18,059 0.3%	19,767 0.2%	18,484 0.2%	36,042 0.4%	40,597 0.4%	26,460 0.3%	32,086 0.3%	311,479 0.3%
Academic Support	992,708 17.6%	958,507 15.1%	1,051,076 14.6%	1,048,337 12.4%	1,201,944 12.7%	1,238,970 12.6%	1,170,762 11.8%	1,238,617 12.5%	1,365,361 13.3%	1,515,259 13.8%
Student Services	320,964 5.7%	364.721 5.7%	490,133 6.8%	564,240 6.7%	651,046 6.9%	673,849 6.9%	662,730 6.7%	652,101 6.6%	607.336 5.9%	616,006 5.6%
Institutional Support	933.044 16.6%	1,036,672 16.3%	1,180,448 16.4%	1,502,445 17.8%	1,756,349 18.6%	1,710,378 17.4%	1,793,579 18.1%	1,868,589 18.8%	1,871,565 18.2%	1,999,977 18.2%
Physical Plant	465,773 8.3%	537,240 8.5%	686,627 9.6%	943,650 11.2%	859.609 9.1%	908.791 9.3%	804,880 8.1%	896,900 9.0%	997,989 9.7%	1,070,969 9.8%
TOTAL EXPENDITURES	$5.629,697	$6,350,932	$7,176.501	$8.434,086	$9,463,178	$9,804,960	$9,930,479	$9,915,485	$10,273,213	$10,962,157
Full-Time Equivalent Enrollment	1,949	2,112	2,347	2,502	2,541	2,723	2,757	2,906	2,897	2,856
Dollars/FTE	$2,889	53.007	$3,058	$3,371	$3,724	$3,601	$3,602	$3.412	$3.546	$3,838

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The previous tables demonstrate the financial stability of WCC. Revenues have increased annually according to budget requirements of the College, and the dollars per FTE have increased each year. The previous tables also show that the proportion of state General Funds revenue has decreased while the proportion of student fees has increased significantly since 1990-91. These increases in student tuition have no doubt had some negative impact on student enrollment, particularly part-time enrollment.

As shown in Table 6.3.07, the large increases in scholarships (SVCC expends over twice the median for comparable institutions) have helped maintain enrollment, but the College constantly needs to encourage state officials to curtail tuition increases. Tuition for attending Virginia's two-year colleges is higher than all but one (Maryland] of the 15 states of the Southern Regional Education Board (SREB), and community college tuition in Virginia for 1993-94 was more than 50 percent higher than the median for SREB students (Office of Planning and Development, "Summary of *SREB State Data Exchange Report"). The* Governor of Virginia has proposed that future increases in tuition not exceed the rate of inflation, thus hopefully limiting future increases during his tenure. This committee **proposes that the College support a policy to limit tuition increases and encourage state officials to oppose significant increases in tuition costs.**

As illustrated in Table 6.3.09, grant income has increased significantly over the past few years. SVCC has been very aggressive and successful in securing federal and other grants, private donations, and funds to enable the College to continue to expand services and facilities. However, a change in emphasis has occurred whereby a larger portion of grant income is awarded directly to students as financial aid (Pell Grant, work-study, and scholarships) rather than to the College for projects, positions, staff development, etc.

Table 6.3.09

Grant Expenditures

	1984-85	1985-86	1986-87	1987-88	1988-89	1989.90	1990.91	1991-92	1992-93	1993-94
2 + 2 Vocational Training in Health Education					8,248	16,545	6,960	(111)		
Academic Alliance									580	420
ARC - Allied Health			33.617							
ARC - **Project** Graduation			44,997	28.773	7,490	4,140				
ARC - Small Business Assistance Center		37,792	12,208							
ARC Small Business Incubator Feasibility Study				14,773	12.784					
ARC Technology Transfer					9,328	29,186				
ATLAS							3,095	4.722		
Car Chek		122	187				8,122			
Center for Innovative Technology				61,850	69,700	68,560	80,590	91,673	94,033	89.086
Changing Views of Appalachia		4,988								
Child Care Media Resources Center										374
College Work Study	136.171	144.666	132.646	146.661	137,395	143.411	143,139	144,632	142.257	151,463
Cooperative Education				514	885	233				
CSAP	30,000	53.328	59.486	94,505	119.146	117,090	116,660	110,000	108,006	86,000
Drug Free Schools and Community Act									3,436	1.067
Drug Elimination Program HUD										1,340
Economic Development Contract	28									
Educational Interpreter Training								1,299	856	
Eisenhower Math and Science **Inst.**									48,712	2,837
EPIC									26,148	2.082
FIPSE Interpreter Training								4,004		
FSET							67,120	63,713	63,977	62,205
Governor's Funds for Excellence	34,908	35.828	17.863	21.130	34,593	31,072	40,643	40,913	28.111	34,818
Guaranteed Student Loans				524,125	501,034	313,590	68,448			
International Education							59,272	1,315		
IPC Grant Virginia Department of Energy								9.750		68,362
JTPA - A.A.S. Nursing Program	79,402	78.157	51.943	87.570	90,306	90.259	111,643	112.185	184,824	279,245
JTPA - Automotive Training			23,354							
JTPA Localities			71,489	90.152	106,911	76.895	56,348	57.553	42,153	11,198
JTPA - On Job Training	1.950	3,419								
JTPA - Small Business Assistance Center				3,632						
Mine **Health** and Safety	4.513	76.553	104.576	205.752	74,062	185.950	47,567	24.168	7,121	
PELL	874.980	1.100.223	**1,295,939**	**1,350,665**	**1.625,637**	**1,903.218**	**1,885,368**	**2.445,445**	**3,009,352**	3,223,947
Powell River Project							1,811	3,663	2.815	3,060

Table 63.09
(cont.)
Grant Expenditures

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992.93	1993.94
Procurement Technical Assistance						**10,888**	**87,367**	**85,868**	**102,111**	**111,683**
Project Lifeline High Risk Youth					**4,070**	**19,965**	**13,269**			
Promotion of the Arts					**5,000**	**14,000**				
Public Housing Management										**8,003**
SCHEV Improving Human Relations										**1,000**
SEOG	**51,378**	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Small Business Assist Center	30,449	38.186	50.848	19,834						
Special Services	101,251	98,596	102,608	111,305	115,903	129,619	121.545	151.754	199,516	**205,0**12
Student Outcomes Assessment						4,896				
SVCC Center for Single Parent & Displaced Homemakers		92,982	96.369	102.3**14**	73.022	82.394	73.552	66.613	81.396	75.000
SVCC Work and Family Institute					31,053	61,136	53,646	**(729)**	9.474	1,000
Talent Search								59,566	237,378	211,815
Tech Prep-Development								4,046	65,992	41,533
Teen Parent						21,568	312			
Title II Economic Security Act		7,127	17,434	5,992	5,727	16,703	7.570			
Title III Institutional Aid Program		75,193	188,794	107,634	112.798	192,621	191,382	206.853	448,555	753,488
TVA	1,861	2,186	10,308			11,781	7.433	2.504	3,198	2,000
Two Year College Tour		404	600	600	400					
UGFAP							1.135	4,000	3,000	3,000
VCCS Grant Discretionary Aid Scholarships								293,687	521,676	
VCIP	2,426	1,213	964							
Veteran Cost				1,006	1,000	1.000	1,003	**1,000**	**1,000**	
Virginia Foundation for Humanities		378	1,329	3,282	559					
Virginia Small Business Development Center								44.067	37,322	43,809
Virginia Work-Study							21.896	25.863	30,790	29,179
VCCS Grant Discretionary Aid Scholarships										720,710
Vocational Education	38,651	25,890	42,390	45,511	47,819	49,944	43,270	126.845	168,860	234,781
Vocational Education Articulation	22	889								
WHITS		44,345	54,582	50,000	30,106	39,868	34.911			
WIT			49.991	37,114	46,660	36.023	34,699	35.000	37,000	35,000
Total	$1,388.049	$1,973.103	$2,514,052	$3,165,887	$3,321,589	$3,725,599	$3.447.299	$4,288,339	$5,776,247	$6,612,931

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Based on income and expenditures as shown in the previous information, Southwest Virginia Community College demonstrates that it has adequate and stable financial resources to support its basic purpose, the scope of its programs, and the number of students.

ORGANIZATION AND ADMINISTRATION

The purpose of Financial and Administrative Services is to provide physical. fiscal, human, and information resources to students, faculty, staff, and community. As shown by the organization chart in Section 6.1, the person responsible for all business and financial functions relating to these areas at Southwest Virginia Community College is the Dean of Financial and Administrative Services, whose appointment comes from the State Board for Community Colleges upon the recommendation of the President of SVCC. The Dean is fully qualified with a bnchclor'a dcgrcc in Business Administration and both doctor's and master's degrees in Education. He also has five years experience as a state employee in the dean's position and twenty-one years of experience in higher education.

The Dean is a major participant on the President's senior management team and a leader and manager of the part of the organization that provides essential business and financial services. His responsibilities as chief business officer include supervision of administrative and financial affairs, physical plant, legal affairs, information services, human resources, and auxiliary enterprises. A complete list of the duties and responsibilities of the Dean may be found in the Faculty *Handbook* (Appendix PD 002).

Reporting directly to the Dean is the Business Manager, who is responsible for the overall functions of the Business Office including the receipt, custody, and disbursement of funds belonging to SVCC; procurement of supplies and equipment and the control of inventories; and administration of personnel policies in the areas of payroll and leave. The Business Manager also has responsibility for the supervision of an audit system of accounting and financial reporting.

The design of the Business Office organization has undergone significant changes in recent years due to decentralization by the Virginia Community College System and the State of Virginia. For example, responsibility for storage keeping shifted from state offices to SVCC. These system-mandated changes have, altered standard operations and procedures for handling various types of transactions and have had a significant impact on the number of personnel needed and the storage requirements of the Business Office. Therefore, the self-study committee assigned to evaluate Financial Services **proposes that the Business Office analyze cm-rent operations to determine the adequacy of personnel and storage facilities to meet current demands.**

BUDGET

Planning

Budget planning for SVCC begins with preparation of the biennial budget request for the VCCS, which is included in the budget bill for General Assemby action. Staffing guidelines, enrollment levels, and program offerings determine the preparation and planning activities to complete the biennial budget request based on the State Council of Higher Education for Virginia (SCHEV) guidelines, known as Appendix M, which all public colleges and universities in Virginia use in preparing biennial budget requests.

After the Virginia Legislature passes the funding bill each year, the VCCS distributes funds to the community colleges based on the redistribution formula. SVCC usually receives notification in March of its M&O budget allocation (which is never 100 percent of the budget request) for the next fiscal year. From March to the first of July when the fiscal year starts, SVCC administrators make budget decisions based on Input from department heads and deans. They issue faculty rank and salary appointments to conform with guidelines: adjust allocations to departments and divisions to conform to the VCCS appropriation: break down all budget allocations into appropriate budget codes, enter them into the mainframe computer in VCCS offices, and distribute the budget information to the individuals responsible for managing the funds.

State guidelines and the historical record of expenditures at SVCC control much of the planning activity for the budget. For example, personnel budgets account for more than SO percent of the total funds available. Although the total budget increases each year, personnel costs also rise with cost-of-living and merit increases, plus additional staff. In addition, some benefits, such as health care Insurance costs, have risen. Furthermore, the historical record of expenditures determines funds needed for heating fuel, electricity, water and sewer, and telephone service. Records show increasing use of these utilities and a corresponding rise in costs.

There are two important budget planning and review committees. The first, the Budget Planning Committee, is composed of the President, Dean of Financial and Administrative Services, Dean of Student Development Services, Dean of Instruction, and Coordinator of Planning and Development. This group makes decisions concerning allocation of funds to deans, divisions, and departments based on budget review, program expansion, and division chair requests, as well as the SVCC Master Plan and other planning documents.

The second, the Budget Review Committee, is composed of the President, Dean of Financial and Administrative Services, the Administrative Assistant to the President, Director of Information Services, and Business Office Manager. This committee meets regularly during the year to review and monitor expenditures and make adjustments to meet unanticipated needs or unexpected occurrences during the year. This committee's review of expenditures also influences planning for the next fiscal year.

One important aspect of SVCC's planning process stems from the fact that state funding is based primarily on enrollment projections. Each college in the VCCS receives a base budget and then beyond that receives a dollar amount per FTE equal to the revenue from tuition that is above the base FTE. Each college initially receives its funds based on projected FTE. Then, if an enrollment shortfall occurs, the college must return the difference between actual enrollment and the projected enrollment to the State. At SVCC, administration has chosen to delay spending a portion of the funds derived from the FTE allocation until the actual number of FTE is known toward the end of the year.

Since the college budget model is heavily enrollment driven and subject to major reductions if targets are not met, along with other uncertainties, such as the deletion or addition of other sources of revenue including grants and contracts, equipment trust funds, changes in state allocations, etc., the President requires funds to be earmarked to cover such situations. The funds also assist in meeting the costs of unforeseen disasters and uncontrollable costs. When appropriate, the remaining funds are distributed for use as the budget picture clears later in the year.

This requirement leads to sound budget planning. Whenever SVCC does not meet its enrollment projection, the money is available to return to the State without serious consequences, such as a loss of staff positions, divisional budget cuts, etc. This aspect of the budget planning process has helped to enable SVCC to manage funds effectively. There has never been a shortfall of funds, all previous obligations have been met, and there have been very few incidents that required a callback of departmental funds.

This process also allows for more flexibility in planning. When the College meets its projected enrollment, departments, divisions, and individuals submit requests and proposals for possible funding. Those projects that receive funding are deemed to meet the educational goals of SVCC and have the greatest impact on serving students, faculty, and staff.

For a while some confusion existed on campus because many faculty did not understand details associated with budget planning. To make college personnel more knowledgeable about budget processes, the President presented an m-depth explanation of the VCCS and SVCC budgeting process during the faculty and staff meeting on May 4, 1994. Through the use of transparencies, the President showed the relationship between FTES and teaching faculty and staff positions and presented a comparison of the 1993-94 and 1994-95 budgets.

One problem not as yet addressed is that the self-study committee on Financial Resources could find no evidence that the procedures for SVCC's part of the planning process are evaluated, on a regular basis. Therefore, the committee **recommends that the administration establish a policy which would require review on a regular basis of the budgeting process.**

Preparation

The Dean of Financial and Administrative Services is responsible for preparation of several different budgets and requests representing funds from a variety of sources. The main budgets are the State Capital Outlay Request, the State Maintenance and Operations Budget (M&O Budget), special initiatives budgets, and local budgets. Grants and contract budgets are also developed based upon funds awarded.

State Budgets

Capital Outlaw Request. The Administration of the College uses many criteria to prepare the Capital Budget request: state guidelines, the educational master plan, architectural and educational specifications, the Master Site Plan, and considerations of educational priorities and needs. The time set for budget preparation is biennially in the spring of the first fiscal year of the current biennium preceding the biennium for which funds are requested.

Colleges must submit for General Assembly approval projects which do not require state funding. Such capital outlay projects are required to follow the same procedures as those requiring state general funds, However, since they do not require state funding, these non-state funded projects are generally approved by the VCCS and other state agencies and the Virginia General Assembly. At SVCC the Center for Health and Community Development to be funded by private donations and other non-state funds is a good example, as is the recently completed first phase of SVCC's outdoor recreational/athletic complex.

The following major capital outlay projects presently underway are at different stages in the budgetary process:

- Local funds have been raised for the Center for Health and Community Development. Ground breaking is due to take place during spring 1995.
- SVCC received funding through a state bond to renovate the following on-campus buildings: Russell, Tazewell, Buchanan. and King halls. In addition, SVCC received funds for a new roof for Tazewell Hall.
- SCHEV guidelines have justified a Learning Resources Center/Allied Health building. For this project SVCC completed a state pre-planning study. The total estimated cost of the building and site development is $5,052,400, and the estimated cost of movable equipment is $975,000. Upon occupancy of the new building, the projected cost for renovations of the present LRC and Allied Health areas is $660,000.

Maintenance and Operations Budget (M&O). The State M&O Budget cycle begins with the preparation of a biennial budget request that the VCCS includes with all of the higher education budget requests, consisting of appropriated general funds and anticipated non-general funds.

Special Initiatives Budget. The Commonwealth special initiatives budget request guidelines allow individual colleges to submit special college initiatives for budget consideration. An example of funding for such an SVCC initiative is the Southwest Virginia Telecommunications Network. For the first year of the 1994-96 biennium, SVCC received $60,000, one-fourth of which goes to Southwest Virginia Community College and one-fourth each to MECC, VHCC, and WCC. Also the Southwest Virginia Advanced Manufacturing Center, in which SVCC is a participant, was funded for $200,000 during the 1994-96 biennium. It should be noted that funding for special initiatives is generally a very minor part of the total biennial budget.

In addition to the state biennial budget picture, there are limited opportunities for seeking funds from the General Assembly during the Short Session of the Assembly for the second year of the biennium. However, this Short Session generally does not deal with major money matters.

Local Budgets

SVCC operates three major locally-funded budgets: local M&O, local site development and construction, and revenue funds. Additional budgets include a Student Government Association (SGA) Budget and an auxiliary enterprise budget for parking lot maintenance that has become a state requirement.

In some instances, whenever the College secures a special grant or contract, the institution appropriates state funds to match or go with the special grant or contract funds. Every special grant or contract has a project budget. The Business Office provides the project director a copy of the budget showing expenditures on a monthly basis. In general, the specific grant or contract awarded specifies the budget categories and amounts.

Auxiliary Enterprises

The College currently has three auxiliary enterprises: the bookstore, food services, and parking.

The bookstore is operated by Barnes and Noble, which was awarded the contract after competing with other national contractors. SVCC receives a percentage of sales each month that is bracketed depending on sales volume. Barnes and Noble also paid for all the renovations to the bookstore and gives a scholarship each year to the Southwest Virginia Community College Educational Foundation.

The food services area is a self-operating state auxiliary with one full-time and several part-time employees. The goal of the College is to break even on the operation of food services. Over the past ten years the College has had both profit and loss years. The Local Board has invested significant funds in the auxiliary, and the College has performed some major renovations to the food service area. Two consulting groups (ServiceMaster and Kwik Kafe) have reviewed the operation in the past year to give advice on refining the operation to make it as effective and efficient as possible.

The parking auxiliary is in its first year at SVCC. Revenue for this auxiliary comes from a student comprehensive fee of 50 cents per credit hour, 25 cents of which is used for replacement and improvements of parking lots. A repair schedule designates that these funds will be used to pave one lot area every other year.

The College's auxiliary enterprises are operated in a fiscally responsible manner, and documentation concerning the operation of the bookstore and food services has been prepared to analyze the operation of these enterprises in detail.

Budget Preparation Process

The Dean of Financial and Administrative Services prepares the institutional budget in accordance with the uniform Chart of Accounts, which uses codes to identify all educational and general functions and ensures adherence to budgetary guidelines and allocations.

At WCC, administrative officers prepare the Personnel Budget, which historically has consisted of over 80 percent of the annual budget. After development of the Personnel Budget, the administration develops the Other Than Personal Services (OTPS), which includes contractual services, travel, materials and supplies, equipment, and educational aid. Funds are distributed through the offices of the President and deans. Each dean is responsible for meeting with the department heads to allocate the budget: and, as explained earlier, the administration makes budget adjustments periodically during the year based on need.

Once the detailed college budget is developed, it is reviewed by the Local College Board and entered into the VCCS budget file for the new fiscal year beginning July 1. Prior to and throughout the new fiscal year, the deans, division heads, and other budget centers are provided periodic reports for their areas of responsibility. As explained above, budget adjustments and changes may be made to individual line items as necessary. Such adjustments are normally accomplished through mini-budget reviews and requests by the deans through divisional/departmental budget centers.

All local funds budgets are under the approval and governance of the Local College Board. As secretary to the Board, the President, using approved formulas and guidelines, is authorized to have local budgets prepared for approval. Procedurally, each local funds budget is prepared based upon identifiable needs established through the planning process in light of projected revenue. Local funds budget reports are reviewed regularly at college board meetings. Unexpended local funds may be carried forward to the next fiscal year.

The Appropriation Act and state policies allow institutions who meet Management Standards, as set by the Auditor of Public Accounts, to carry forward unexpended M&O funds from one fiscal year to the next. The maximum carryover is two percent of the total appropriation from all funds for educational and general programs. SVCC can use carry-over funds prior to the end of the following fiscal year. The Virginia Community College System must meet the Management Standards on an annual basis for any college to carry over funds. State statutes do not allow budget deficits.

Internal Control

The control of expenditures and details of the budget are the responsibilities of college officials under the jurisdiction of the State Board and within the framework of mandated educational policies and procedures. The governing boards approve college budgets as recommended by the President. Neither the State Board nor Local Board concerns itself with details of the budget.

The system of budgetary control at SVCC consists of external and internal components designed to maximize effective use of all money. Some of the external controls consist of rules, regulations, and procedures established by federal and state agencies for the utilization and expenditure of funds. These agencies usually are generous in the provision of handbooks and manuals detailing established procedures.

Another form of control is provided by the Financial Records System™ **(FRS) software in the VCCS computer system** which mandates accounting procedures and provides the backbone for organizing and reporting all campus budgets.

Internal controls consist of procedures firmly established and occasionally reviewed and modified to meet the needs of local conditions. The duties of Business Office personnel for budgetary control are as follows:

- At the beginning of each fiscal year communicate to each dean, division chairman, and department head the budget codes and budget amounts for the support of academic programs and support services.

- Expeditiously process the paper which accompanies the activities of purchasing, travel, professional development, salaries, and other activities which support the academic programs and needed support services.

- Monitor the expenditure of funds through the use of the VCCS computer accounting system and other internal controls and processes.

- Provide bimonthly reports to keep "budget centers" apprised of expenditures in each budget code.

- At the conclusion of the fiscal year, close and balance the budgets within the limits of the established budget and state and local appropriations.

This system of control has worked well for SVCC during all its years of operations. All college personnel have worked cooperatively to expend educational funds according to the budget established by the local administration, approved by the Local Board and the VCCS, and appropriated by state and local government.

Beginning with the 1993-94 fiscal year, all the budget code numbers changed from a three-digit designation to a six-digit code, and the monthly report of expenditures sent to the divisions was modified. These changes have no impact on the overall system of control; they were made primarily for accounting purposes.

During the usual course of most fiscal years, administrators make minor modifications to department budgets when local conditions require it. Individuals must obtain approval in writing from the appropriate authorities to transfer funds among budget codes before Business Office personnel will process the request. Also, Business Office personnel are not authorized to encumber or pay for goods or services in an inappropriate budget code. These prohibitions represent part of the budget control system.

Historically, all departmental, divisional, and program budgets have often received supplemental funds, but occasionally state policy has required budget reductions. In the history of SVCC, the State has experienced shortfalls of expected revenues four times. Only when there was a major statewide monetary crisis did the President and administrative officers drastically modify the budget. The state-generated budget difficulties required several different methods to meet the deficit: a five-percent return of the entire college budget, a two-percent return, a two-percent faculty salary cut, a cancellation of all raises for a three-year period, and a cancellation of all cost-of-living raises. During each of these crises, the President freely discussed the budget situation in the weekly meetings of the College Council, in division meetings, and in open General Faculty/Staff meetings. Information Services provided appropriate documentation to each person with responsibility for managing budgets.

Overall, the system of budget control at SVCC meets the standards required by SACS Criteria. Business Office personnel exercise internal procedures of control, administrative officers review and monitor orders and expenditures to assure compliance, and SVCC meets or exceeds the audit requirements for the budget each fiscal year.

External Control

Budgetary laws are enforced. Neither budgetary techniques nor financial officials outside the institution control the institution's educational function.

Southwest Virginia Community College administrative officers are responsible for responding to a large number of auditing organizations or programs. Audits are a continuous process at SVCC and include audits from State, federal, and internal organizations, as shown in the following section.

RESOURCES **MANAGEMENT**

Accounting, Reporting, and Auditing

The design of the accounting system at SVCC meets generally accepted principles of institutional accounting as set forth in College *and University Business Administration,* which is published by the National Association of College and University Business Officers.

The chief business officer prepares financial reports for the President, the local Board, the Virginia Community College System Office, and the Office of the State Comptroller. Written reports to the President encompassing financial and informational data are an integral part of the College's *Annual Report.*

Personnel from the State Auditor of Public Accounts (APA) perform annual fiscal year audits based on generally accepted accounting principles. These auditors are not directly connected to SVCC, either professionally or personally. Personnel from the State APA completed the most recent audit in January 1995. Copies of audit reports are filed on campus, and these are available for public view.

In addition, auditors assigned by the VCCS perform internal audits. In order to avoid duplication of the APA audits, the VCCS performs audits on the functional operations of the College. The Business Manager also performs ongoing internal audit procedures to ensure that all procurement, expenditure, and payroll documents meet VCCS, State, and federal compliance mandates.

PurchasingAnd Inventory Control

Purchasing Procedures

Upon receipt of signed internal purchase requisitions, the Business Office prepares purchase orders for all college departments and divisions. Business Office personnel control ordering, receiving, and distribution of all materials, equipment, and supplies. Staff Services houses and distributes commonly used office supplies. To obtain other supplies or equipment, an employee must prepare an internal purchase requisition indicating the appropriate state contract or bid procedure, secure signatures from division or department head and dean, and forward it to the Business Office for processing.

Regulations from the 1993 edition of Agency *Procurement and Surplus Property Manual* apply both to state and local fund procurement transactions for obtaining materials, supplies, services, or equipment. Other purchasing procedures control the purchase of emergency services or equipment and the purchase of used equipment. These regulations are on file in the Business Office.

The State Central Warehouse in Richmond purchases, stores, and distributes staple food products, frozen foods, janitorial supplies, paper products, and other selected items to state agencies. An agency may not use its local purchasing authority to obtain from another source an item which is available from the Central Warehouse in Richmond, unless that item is out of stock and the agency's need is critical. The SVCC Business Office issues purchase orders directly to the Central Warehouse.

For items not available from the Central Warehouse, the Business Office maintains a master list of all contract items and ensures that purchase orders go to the contract vendor when the order meets the minimum order requirements.

Inventory Control

Under the supervision of the Dean of Financial and Administrative Services and the Business Office, and with Information Services and Physical Plant support, SVCC maintains a master inventory. For inventory purposes the College uses a sequential numbering system for equipment with a life expectancy of two years or more and a value of $2,000, unless an item is purchased with grant funds, in which case the amount is $500. As items are received, the Receiving Department marks each item with permanent metallic stickers, and the Business Office lists it on the master inventory list.

Department heads are accountable for all equipment in their areas, and semi-annual reconciliations ensure that the items located in each department agree with the master inventory listing. Written authorization is necessary to transfer items from one area of the College to another.

Items which are non-repairable, obsolete, or no longer used are surplus property. As an item is declared surplus, the Physical Plant completes a surplus property report and disposes of it as mandated by state guidelines.

Campus Security receives reports of items lost or suspected stolen and files a report. The SVCC Security Office reports all unrecovered items to the Human Resources Officer, who reports to the Office of Risk Management in Richmond.

Student Tuition Refund Policy

Every college catalog published at. SVCC has contained the tuition refund policy, and the Admissions Office and Business Office have established firm procedures to follow the policy, which is reproduced below as published in the 1994-95 Catalog & *Student Handbook*

> Students shall normally be eligible for tuition refund for credits dropped during the add/drop period of each term.
>
> Written notification of the student's intent to drop classes or withdraw from the college must reach the Admissions Office no later than the last day of the

> add/drop period in order for the student to be eligible for a refund.
>
> The add/drop and refund period for academic semesters of normal length will extend no longer than the 14th calendar day of the term (unless extended due to weather conditions and closings), although courses may be dropped without academic penalty through the 10th week of the semester. Refund deadlines for short term classes will vary as published.
>
> Students are advised to check with the Admissions Office for specific refund deadlines prior to making the decision to withdraw. Deadlines for withdrawal with refund from regular sessions are shown elsewhere in this publication and in the semester class schedule.
>
> To be eligible for refund under any of the circumstances set forth above, the student must execute an official drop form or written and signed notification.
>
> Official student withdrawal shall become effective on the date that written notification of intent to withdraw is received by the Office of Admissions and Records and not the date of the last class attended, unless the two dates coincide. (4-5)

In addition, both the "Academic Year Calendar" published in the front pages of the Catalog and schedules for each term clearly indicate the last day each semester to receive a tuition refund.

The SVCC policy for refunds is similar to the policies of other community colleges and four-year colleges. SVCC uses the fourteenth calendar day for regular terms as a cut-off date, while another school uses the third week of classes as the refund period. One other policy examined listed a sliding scale beginning with 100 percent refund to a 33 percent refund depending on the length of time. The SVCC policy meets the SACS standard.

Cashiering

Cash receipts are controlled internally by a division of the duties of billing, receipting, making bank deposits, reconciling bank statements, disbursing, and recording cash items. The Business Office maintains control over cash collected throughout the College, and the Business Manager approves all disbursements and accounts for all cash received.

Management of funds includes the following methods:

- The Treasurer of Virginia disburses state funds when SVCC submits state invoice forms.
- The US Department of Education sends a wire transfer to a local bank.
- Other federal agencies mail checks to SVCC.

For disbursement of local funds of less than $20,000, either the Dean of Financial and Administrative Services, the President, the Administrative Assistant to the President, or the Business Manager must sign a pre-numbered check. Larger check amounts require two signatures. External auditors make checks of records and cash-handling procedures at various places on campus where cash is collected.

According to Southwest Virginia Community College accounting records, small cash items are paid out of the Business Office Petty Cash Fund of $3,500 distributed among the Cashier, Library, campus Security, Purchasing/Accounts Control Clerk, and a local bank account.

The Business Office staff receives all funds, makes a dally bank deposit, and keeps a petty cash fund in a safe located in the Business Office vault area. Designated Business Office employees place all money in a locked bag, which a security guard takes each day to a local bank. During registration, an officer makes deposits twice daily to reduce the amount of cash handled at one time.

Food Services, Office of Continuing Education, Office of Admissions and Records, the Library, Physical Plant, and student organizations write receipts for money collected and remit money to the Business Office, along with a transmittal form.

In the cafeteria, cashiers receive payment for food items and services. The Food Service Manager is accountable for a petty cash fund, for cash in the amount of transactions recorded on cash register tapes, and for vendor invoices received in Food Services. The Food Service Manager prepares invoices for sales both to on-campus individuals or groups and to outside agencies.

The Office of Continuing Education and Community Services and the Office of Evening Offerings receive registration fees for non-credit courses and submit the money with transmittal forms to the Business Office. During the evenings when the Business Office is closed, the Admissions Office receives cash for tuition/fees for credit classes from on-campus students and from off-campus coordinators. The Admissions Office places money in a locked box inside the Admissions Office vault until it is remitted to the Business Office the following morning.

The Library staff maintains a petty cash fund for giving change, writes receipts, and deposits money with the Business Office. All student organizations deposit and expend funds through the Business Office. Security officers make deposits for cash received for payment of parking fees and other miscellaneous items. The bookstore operation is under contract to a private vendor which pays a monthly commission.

All SVCC employees (thus including those handling institutional funds) are adequately bonded by a $500,000 Faithful Performance Bond provided by the Virginia Department of Risk Management.

Investment Management

The written investment policy of Southwest Virginia Community College Board includes specific elements. The Commonwealth of Virginia maintains State M&O budgets in a statewide account and generates interest statewide as general revenue. The College must invest local funds received from the local service region. The Dean of Financial and Administrative Services provides advice on investments for the College. The Business Office Manager invests local funds in six-month certificates of deposit and determtnes if each account will have sufficient funds to carry it through the six-month period; otherwise, the manager uses passbook savings and redi-access. The interest from these investments is an addition to the accounts and goes back to the original fund. All checking accounts are interest-bearing except Grant Funds. The Local Board and the President advise the Dean of Financial and Administrative Services about directions for investments within the established guidelines. Where possible, SVCC invests funds in banks that are in SVCC's service region.

Educational Foundation

The Southwest Virginia Educational Foundation, Inc., chartered in 1981, is a non-profit, charitable organization designed to foster and promote the growth, progress, and welfare of SVCC.

The Investment Committee of the Foundation establishes objectives and directs the investments of financial assets. The Investment Committee's overall goal is to maximize the total return of all financial assets consistent with prudent management, taking into account preservation and safety of principal, as well as long-term growth and a reasonable current income return in light of economic conditions. Maintaining liquidity sufficient to meet projected cash needs is also an important consideration. Policy governing the Foundation states that the Committee can only invest funds of the Foundation in US Treasury Bills, US Treasury Notes, US Federal Agency Obligations, and federally insured accounts and deposits, unless the Board of Directors authorizes a specific alternative investment. The Committee must secure any amounts exceeding the $100,000 FDIC limit in any one financial institution by marketable investments pledged by the depository institution and evidenced by periodic reports detailing the pledged securities. The Committee must convert donated marketable securities and real estate to cash as soon as economically feasible. The College utilizes or disposes of other tangible property, such as equipment and computers, within the guidelines of the Internal Revenue Service. The bylaws authorize the Foundation secretary (or designee) to invest funds as specified in this investment policy. The secretary (or designee) will determine the amounts to be invested, specific instruments to be purchased, and maturities. When investments mature, the secretary (or designee) will select new investments and maturity dates based on projected needs and a comparison of rates of various alternatives. The choice of investment sources ensures that there are no conflicts of interest.

Risk Management

The Commonwealth of Virginia through the Division of Risk Management self-administers all Workers Compensation and Tort Liability claims. The Commonwealth of Virginia covers its departments, agencies, institutions, boards, commissions, offices, agents, and employees in accordance with the Virginia Tort Claims Act. The limit is currently $100,000 per claim. Workers Compensation, established under the Code of Virginia, covers employees of the Commonwealth and its agencies. The limit of coverage provides medical expenses, including rehabilitation costs, and pays for two-thirds of salary for 500 weeks, limited to a maximum of $45 1 per week.

Coverage provides protection for loss of all real and personal property as well as loss of revenue and extra expenses related to the loss. The limits of loss are $300,000,000 per occurrence with a $250,000 per occurrence deductible. State agencies retain the first $1,000, $5,000 or $25,000 of each loss. The deductible is negotiated with agencies periodically prior to loss. At SVCC the deductible is $1,000 per occurrence.

The Commonwealth of Virginia also requires Contractor's Liability Insurance for contractors performing work or services in or on state facilities. The Department of General Services, Division of Risk Management, establishes minimum limits for various types of coverage.

CONCLUSION

Southwest Virginia Community College's history demonstrates that it has adequate and stable financial resources to support its basic purpose, the scope of its programs, and the number of students. Revenues have increased according to budget requirements, and the dollars per FTE are adequate to meet the goals of the College. Increases in student tuition over the last four years may have had a negative impact on enrollment, but SVCC has significantly reduced the impact of tuition increases by large increases in scholarships and other types of financial aid.

The governance of the College ensures compliance with policies and procedures established by the State Board for Community Colleges and the SVCC Local Board. Within these guidelines, SVCC has developed administrative processes and procedures to utilize and control effectively the funds made available to achieve its institutional purpose and goals. The College has also been aggressive and successful in securing funding from a large number of special grants and contracts and has been highly successful in acquiring funds through the Southwest Virginia Educational Foundation. These funds have further enhanced SVCC's ability to foster and promote the growth and progress of the College.

ADMINISTRATIVE PROCESSES: FINANCIAL RESOURCES

Recommendations, Suggestions, and Proposals

- This committee **proposes** that the College support a policy to limit tuition increases and encourage state officials to oppose significant increases in tuition costs.
- The committee **proposes** that the Business Office analyze current operations to determine the adequacy of personnel and storage facilities to meet current demands.
- The committee **recommends** that the administration establish a policy which would require review on a regular basis of the budgeting process.

COMMITTEE

Paris Lester **Chair**	Associate Professor, Business Management
Patricia Martin Writer	Administrative Staff Assistant. President's Office
Andy Bruck	AV&DES. Television Systems Engineer
Hillard Carr	Instructor, Health & Physical Education
Patty Edwards	SDS, Veterans Affairs Officer
Ralph Gibson	Physical Plant Superintendent
Fredericka Goodman	Instructor, Radiology
Mike Henry	Assistant Professor, Student Support Services Project Director
Larry Hughes	Assistant Professor, Mine Health & Safety
Diann Owens	Secretary Senior, Office Evening Offerings
Joan Wysor **Recorder**	Secretary Senior, Division of Natural Science and Mathematics

INTRODUCTION

The primary objective of the self-study committee on Physical Resources was to assess the adequacy of the physical resources at Southwest Virginia Community College (SVCC). including buildings and equipment used both on and off campus, to serve the needs of the institution in relation to its stated purpose, programs, and activities.

The accomplishment of this objective required an examination of the following areas of operations specified in Criteria of *Accreditation* of the Southern Association of Colleges and Schools: the physical environment and its contribution to an atmosphere for effective learning; space allocation effectiveness; property maintenance plan: safety plan: health, safety, and security of campus environment and equipment; and physical facilities master plan.

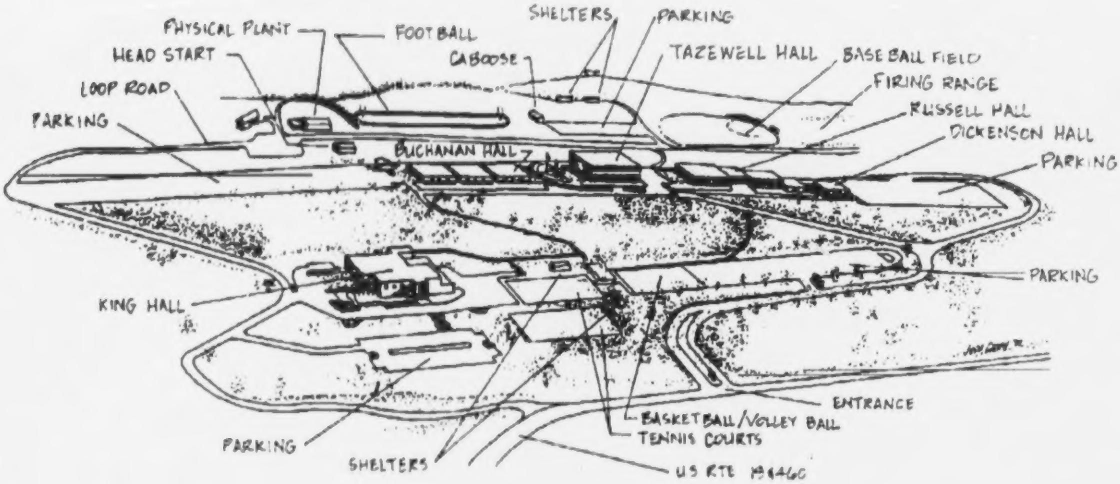
In evaluating how well SVCC meets the SACS Criteria, the Committee reviewed written plans and policies provided by the Office of the Dean of Financial and Administrative Services, Campus Security Supervisor, and the Building and Grounds Superintendent: examined factual data and figures as well as survey results, provided by the Institutional Research Officer, the Information Services Department, the Dean of Instruction's Office, and the Office of Continuing Education and Community Services: and interviewed administrators, faculty, and staff.

DESCRIPTION OF BUILDINGS AND GROUNDS

As visitors arrive on the campus of Southwest Virginia Community College, they become aware of a change in the environment. The natural beauty of what was once 100 acres of pasture land has been enhanced to create a campus landscape that is aesthetically pleasing to individuals walking or driving around the campus. Numerous varieties of deciduous and evergreen trees and shrubs border the roads and sidewalks; the lawns and hillsides are well-groomed: and benches and picnic tables for student and staff use are plentiful.

Not only has the College created a pleasant environment conducive to effective learning for students as well as the community it serves, but it has addressed recreational needs as well. In the spring of 1994, the College celebrated the completion of the first phase of a recreational complex located at the rear of the campus. Students, faculty, staff, and members of the community have access to a paved 400-meter track, a marked grass field with regulation goal posts that may be used for football, soccer, rugby, etc., a fenced baseball field with backstop and dugouts, several picnic shelters, and a comfort station. At the front of the campus a picnic shelter, tennis courts, basketball courts, volleyball courts, and a jungle gym are available, and there are numerous picnic areas, including a shelter, located in the vicinity of Buchanan Hall.

In 1968, SVCC began fulfilling its purpose as a comprehensive community college in a single building, Buchanan Hall. Currently the College houses classrooms, laboratories, and offices in five major buildings: Buchanan Hall, Dickenson Hall, Russell Hall, Tazewell Hall, and King Hall. In addition, a small facility located to the rear of Buchanan Hall has been used primarily as a music classroom, and a physical plant building serves as a base for housekeeping, maintenance, and security staff. The following campus map shows the layout of the SVCC campus including buildings, recreational facilities, parking lots, and some idea of the landscaping.


PHYSICAL PLANT
FOOTBALL
SHELTERS
PARKING
HEAD START
CABOOSE
TAZEWELL HALL
BASEBALL FIELD
LOOP ROAD
FIRING RANGE
PARKING
RUSSELL HALL
DICKENSON HALL
BUCHANAN HALL
PARKING
PARKING
KING HALL
ENTRANCE
BASKETBALL/VOLLEY BALL
TENNIS COURTS
PARKING
SHELTERS
US RTE 19&460

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Buchanan Hall

Buchanan Hall was the first building erected on campus. Occupied in 1968, this one-story building houses 9 regular classrooms: laboratories for computer-assisted instruction, arts, and crafts: 34 faculty/staff offices: a multi-purpose room: a large conference/classroom (also serving as the Buchanan Hall Art Gallery]: a small conference/classroom: cafeteria; faculty lounge; student lounge/game room; bookstore: and boiler room/storage room. The Humanities and Social Sciences Division, the Continuing Education and Community Services Division, and Student Support Services are housed in Buchanan Hall.

Numerous renovations have recently been completed in Buchanan Hall. New carpet, wall coverings, and furniture have been added to the large and small conference/classrooms. The hallways have been updated with a coat of light gray paint with a burgundy border and burgundy doors. One new student restroom has been added and two others modernized with new tile, fixtures, and wall treatments. The cafeteria has undergone major changes, including new wall treatments, seating, kitchen furnishings, and a "homestyle" serving area. All the color changes throughout the building have been made in gray and burgundy, which are the school colors. The SVCC bookstore (operated by Barnes & Noble) has also been renovated and is now a modem, spacious retail outlet for books, supplies, and clothing.

Dickenson Hall

Dickenson Hall, a one-story building constructed in 1973, currently houses the SVCC Administration of Justice program and the Southwest Virginia Law Enforcement Academy. There are two classrooms, a conference room, four faculty/staff offices. a photo laboratory with print room and film room, and a boiler room in this building.

Russell Hall

Constructed in 1973, Russell Hall, a two-story building, houses the Learning Resources Center (LRC) which includes the Library, Learning Laboratory, Audio-Visual and Distance Education Services, Physical Education Department, Business Division, and offices for the Tech Prep, AmeriCorps, and Talent Search programs. There are 11 regular classrooms/laboratortes, a 200-seat auditorium that is dividable and used as instructional space and large meeting room, a distance education classroom, 28 faculty/staff offices, a television studio with control room and work room, physical education weight room, and a boiler room in this building.

Creation of the distance education classroom permits SVCC to offer 21 telecourses and 5 electronic broadcasts to students at 4 high schools in the service region, as well as to provide the Old Dominion University Teletechnet Program for students seeking a baccalaureate degree in 6 programs of study. This up-to-date "electronic classroom" permits Instructors and off-campus students to interact. The College recently helped to create the Southwest Virginia Education and Training Network, which provides the same interactive two-way video and two-way audio Instruction but with an upgrade to 45 megabits, which gives the capabilities of full broadcast quality image.

Tazewell Hall

Constructed in 1975, Tazewell Hall is the only three-story building on campus. The most recent addition to this building has been a new roof. A parapet surrounding the roof parameter will provide greater fortitude for the building during the high winds that are common to this area and which have damaged the roof several times. Also new lighting Installed on all comers of the roof will be an additional safety feature for this area of the campus.

The first floor contains the offices of the Dean of Student Development Services, Admissions, Records, and Financial Aid, Career Centers of Southwest Virginia, Inc., 2 regular classrooms, a large lecture classroom that also serves as a mini-auditorium, and a boiler room. Major remodeling in the Admissions/Financial Aid and Career Center areas was completed during 1993. This floor has also received new signage, which includes Braille for the visually impaired.

The second floor of Tazewell Hall houses the Radiology, Respiratory Care, and the Nursing program and primarily consists of laboratory/classrooms for chemistry, biology, physics, anatomy, radiology, respiratory care, mathematics, and nursing. There are ten faculty/staff offices on this floor.

The third floor of Tazewell Hall houses offices for the President and his staff, the Dean of Financial and Administrative Services and his staff, the Dean of Instruction and his staff: the Business Office: Information Services; Staff Services: Planning and Development: Institutional Advancement: Publications Office: Center for Economic Development: Human Resources; and the Office of the Division of Natural Science and Mathematics. Also located on this floor are two faculty offices, one classroom, one conference room, the telephone room, and switchboard.

King Hall

Constructed in 1988, King Hall is the newest structure on campus. Home to the Engineering Division, the first floor of this building contains laboratory/classrooms for drafting, Computer Aided Drafting (CAD), welding, machine tool operations, diesel, automotive technology, geology and environmental science, and miner training. There are also 13 faculty offices and a large lecture hall on the first floor. The second floor of King Hall houses 5 electronics laboratory/classrooms, 9 faculty offices, and a conference room.

The following table provides a detailed analysis of each on-campus building:

Table 6.4.01

[illegible]	Construction Date	Gross Square Feet	Assignable Square Feet	Replacement Cost
Buchanan Hall	1968	35.720	26,867	$3,392,275
Music Building	1971	742	742	39,397
Dickenson Hall	1973	3.950	3.032	391,834
Russell Hall	1973	36,736	28,340	3,742,477
Physical Plant	1975	5.262	4,842	293,469
Tazewell Hall	1975	33,423	26.825	3,628,101
King Hall	1988	32,867	24,612	3,627,536
TOTALS:		**148,700**	115,260	**$15,115,089**

Off-Campus Facilities

In addition to on-campus facilities, the College uses numerous sites throughout the four-county service region for instructional purposes. Schools, businesses, and community

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facilities, as well as on-site employee training at local industries, are major locations for the College's outreach efforts.

ADEQUACY OF ON-CAMPUS EQUIPMENT AND FACILITIES

On-Campus Facilities

In spring 1993, the Office of Planning and Development conducted a survey of on-campus students, faculty, and staff to determine the degree of satisfaction with certain aspects of the facilities they use on a regular basis. The results of the survey, as reported in ***Trends to Watch*** (1993, 6), a publication of the Office of Planning and Development, showed that the majority (75 percent) of faculty and staff were "satisfied with the general appearance, cleanliness, comfort and maintenance of the campus facilities" they use regularly. The same survey, when administered to 203 students, showed that of the 198 respondents, a vast majority (95 percent) indicated satisfaction.

In the self-study survey completed in September 1994, faculty and staff rated the areas of lighting, cleanliness, telephones, utility outlets, outside appearance, and overall inside appearance as good but did show concern for air quality in part of King Hall, a problem which the College has been addressing. According to the ***Campus Master Plan: Future Construction Projects***$1.5 million dollars has been submitted to the VCCS for inclusion in the major maintenance budget request for replacement of HVAC (Heating, Ventilation, and Air Conditioning) equipment that has exceeded its life expectancy. An engineering study for this project has been conducted.

In addition, according to the same document, the General Obligation Bond (GOB) has secured funding to renovate sections of five buildings. This project is currently in the design stage with construction slated to begin during summer of 1995. Buchanan Hall will get a remodeled lobby and art room, acoustically improved classroom walls, and HVAC added to the rear section of the building. Tazewell Hall will have a new information center with switchboard located on the first floor, HVAC improvement in the admissions area, and modification and remodeling of Staff Services, the Business Office, and the Office of the Dean of Financial and Administrative Services on the third floor. Russell Hall will get a new front door and a glass front expansion. Four new classrooms and six new offices will be configured from the physical education area when this curriculum is relocated to the proposed Center for Health and Community Development. King Hall will acquire 5,000 square feet of new instructional space when the now vacant area above the automotive laboratory is renovated.

In an effort to provide an atmosphere for effective learning for students with disabilities, the College is in the process of complying with the Americans with Disabilities Act (ADA). Southwest Virginia Community College complies with federal and state mandates by providing facilities that do not discriminate against any individual with disabilities whether that person is an employee, an applicant for employment, or a student. The College has provided elevators, ramps, and an appropriate number of accessible parking spaces located adjacent to the respective campus buildings and has funds to make further changes, such as automated doors.

Through the grant-funded program, Project EPIC (Enhancing Paths to Independent Citizenship), the College has actively recruited students with disabilities. The project director has assisted with the establishment of policies and procedures for making accommodations for students, faculty, and staff with disabilities and works with the Human Resources Officer to address needs of Individuals with disabilities as they become apparent.

The self-study committee on Physical Resources determined that the on-campus physical environment more than adequately contributes to an atmosphere for effective learning.

Off-Campus Facilities

As the user of others' facilities, the College has little jurisdiction over the physical aspects of these sites, such as heat, air, lighting, parking, and cleanliness, but does try to suggest needed changes and strives to obtain the best possible facilities for off-campus classes.

The committee did identify one site with problems which the College could effectively address since the building is owned by the SVCC Educational Foundation. The Harold Smith Training Center In Grundy is basically an excellent off-campus facility, to which the College is proud to have access. It houses the College's Buchanan County Nursing Program as well as other off-campus classes. However, some problems arose as the facility was transformed for educational use. Interviews with nursing Instructors at the Center revealed that maintenance problems were not addressed in a timely manner. In confirmation of the interviews, in the off-campus student self-study survey dated December 20, 1993, several students at the site included written comments concerning a need for improvement of classrooms, blackboards, pa-king, and more control of heat and air conditioning. These comments were similar to responses made by nursing instructors and support staff who took part in the "SVCC Facilities Management Survey," which was reported in Trends to ***Watch*** (1993). Written comments received then reflected concerns about temperature control, outside lighting, blackboards, directional signs both inside and outside the building, improvement of the building's exterior, timely repairs, and security.

Because of these interviews and survey responses, the self-study committee on Physical Resources deemed that an expression of student, staff, and faculty concerns to the SVCC Educational Foundation, Inc.. would be in the best interest of the College and, therefore, made a recommendation to that effect.

Institutional Response

Since the time of that recommendation, representatives of the College, JTPA [Jobs Training Partnership Act, a federal program housed at the Center), the Educational Foundation, **ServiceMaster™**, and Curt's Refrigeration (a tenant whose lease agreement with the Foundation specifies upkeep and repair of the building), met in January 1994 at the Harold Smith Training Center to discuss these concerns. The participants proposed solutions Lo the problems, many of which have been resolved. A roof leak and broken windows have been repaired, fluorescent lights, carpeting, and an HVAC unit have been installed, ceilings have been dropped, and the garage doors have been removed and window panels installed in their place. These improvements have amounted to more than $60,000. Since the College has addressed the concerns of students and staff at the Harold Smith Training Center, the Physical Resources Committee no longer sees a need for a recommendation in this area.

Space Management

According to self-study survey results, SVCC students are satisfied with the educational space allocated to them. As reported in Trends to Watch (1993, 8), 88 percent of on-campus students expressed a rating of "very satisfied" or "satisfied" with the statement "space needed: work areas-classroom/office." In a more detailed survey of 754 on-campus students during fall 1993, 83 percent agreed that "classroom space is adequate for effective teaching and learning": and 66 percent agreed that "space allocated for study areas is sufficient for effective learning."

On the other hand, faculty and staff are not as confident that space needs are adequate. In the same self-study survey, when full-time and adjunct faculty were asked whether or not classroom space was adequate for effective teaching and learning, a smaller majority (57 percent) agreed with the statement. These results correlate with the needs of individual teachers as indicated when the same group was asked to rate the size of their current office space, and only 30 percent responded "good." In addition, division chairs identified a need for more equipment storage space.

With the major functions of the College being to provide educational opportunities to members of the community and to administer the policies and procedures of a state-supported institution, space allocated to classrooms and laboratories is awarded the highest priority, with office space and storage space receiving lesser priority respectively. Thus, in deference to the educational needs of students. faculty and staff are the first to feel tbe space crunch.

The need for additional space on campus has been further verified by a National Association of Colleges and Universities Business Officers' study entitled "Virginia special Analysis." Using fiscal-year (FY) 1993 data to calculate building gross square feet per total credit FTE student, SVCC has 58.66 square feet per FTE, as compared to the national median of 111 square feet/FTE, VCCS median of 56 square feet/FTE, regional median of 71 square feet/FTE, and peer median of 108 square feet/FIB.

At SVCC, total student unduplicated headcount enrollment has increased from 710 students in 1968 to 4,785 full-time and part-time students in fall 1994, and the number of full-time faculty, administrators, and staff has grown from 47 in 1968 to 192 in fall 1994. As the numbers increase, so does the need for space. As shown earlier, the last new building on campus was occupied in 1988, and before that time. it had been 13 years (1975) since a new building was added to the campus. Once again, student and faculty growth have mandated the need for additional space.

In addition to the renovation project scheduled to begin in summer of 1995. which will provide additional classroom space in Russell Hall and King Hall, college administrators are working to address the need for additional buildings on campus. Plans for three new buildings have been submitted to state offices, and all are in various stages of planning and review. The proposed Learning Resources Center/Allied Health Building (when constructed) will free one floor in both Tazewell Hall and Russell Hall as it absorbs the Allied Health programs and the Library and Learning Laboratory. Additional classroom and office space for the Administration of Justice Program will be gained when an on-campus National Guard Armory (joint-use facility) becomes a reality. This 40,000-square-feet will house classrooms, laboratories, and a gymnasium.

The SVCC Educational Foundation successfully completed a $5.1 million dollar "Fulfill the Vision" campaign to fund construction of a multi-purpose building. This building, the Center for Health and Community Development, which is in final design stages with construction slated to begin spring 1995, will house SVCC's Physical Education Department and the Educational Foundation Office, as well as provide space for campus and community special events. The major features of this building will be state-of-the-art conference rooms, a 400-seat theater/auditorium, a 2000-seat gymnasium with multi-purpose floor, an art gallery, a fully equipped teaching kitchen, racquetball courts, and indoor and outdoor weight and exercise rooms.

Facilities Master Plan

SVCC has always had a plan which anticipated future building needs. This plan was updated and formalized in June 1994, when Harry McKinney Architects of Abingdon, Virginia, completed SVCC's comprehensive Master Site Plan. This Plan contains narrative detail of State Council of Higher Education for Virginia [SCHEV) requirements, existing conditions, and future expansion and development, as well as maps and drawings of topographical site plans, utility site plans, and future development site plans.

This Plan was prepared using the College's "Strategic Priorities for the Vision" as stated in Giving *Direction to the Future,* SVCC's Master Plan (1992, 19) and thus relates to other institutional planning efforts and provides for the orderly future development of the institution.

The Master Site Plan addresses the strategic planning and placement of future buildings, recreational areas, roads, parking lots, and pedestrian paths. In addition to the Learning Resources Center/Allied Health Building, the National Guard Armory, and the Center for Health and Community Development mentioned above, the proposed new and altered buildings include Physical Plant Building, Virginia Employment Commission Building, Student Union (second floor addition to Buchanan Hall), Administrative Support Building (existing Physical Plant Building), an outdoor theater, an outdoor classroom, and an observatory.

The Master Site Plan also provides a blueprint of the utility plants and systems and the sanitary sewer and storm drains that supply the College's present needs as well as those planned to accommodate the expanded future needs of the College. A new fiber optic underground loop system, as shown on the plan, is currently being installed to serve telephones, teleconferencing, and data networking.

The Master Site Plan Is located in the Office of the Dean of Financial and Administrative Services. The Plan has received approval of both the Local College Board and the State Board for Community Colleges.

Additionally, the Dean of Financial and Administrative Services has prepared a document, Campus Master Plan: Future Construction Projects, that will be available to the SACS visiting committee.

Equipment Resources

Another physical resource of the College is the equipment used to teach students, provide administrative support, and otherwise assist with the daily operation of the institution. The VCCS Fixed Asset inventory System is used to maintain a computerized record of equipment on hand. Each division chair and/or instructor is responsible for the equipment in his or her respective area and is required to verify the accuracy of the inventory listing bi-annually. The fixed asset inventory department verification listing dated November 1, 1993. is available for review.

In order to ascertain whether or not equipment is adequate to serve the needs of the institution, members of the self-study committee on Physical Resources interviewed division chairs, who reported that the equipment in classrooms and laboratories was adequate to serve student needs, but because of extremely heavy student use and ever-changing technology, computers and printers need to be constantly upgraded, and sufficient storage space for equipment is an ongoing concern.

The self-study survey administered to on-campus students during fall 1993 revealed that a majority of students (70 percent) believed that instructional and laboratory equipment in classrooms operates on a consistent basis.

This high approval rating from the 723 students participating in the survey indicates the degree of their satisfaction with the equipment the College provides.

Computer access for students is available in eight computer labs located conveniently throughout the campus. A variety of Macintosh and DOS machines are networked for additional resources, and students have access to laser printers, image scanners, color inkjet printers, and CD-ROMs. Special arrangements are made to accommodate students' computer use into the SVCCNet environment: a router set up in the Humanities Computer Writing Center restricts student access to the College's network (Technology on the Campus. 1994).

In the area of administrative support, the College is proud to be a leader in computer technology. The SVCC local area network is a fiber backbone, ethernet-protocol system with approximately 240 Apple Macintosh and 180 DOS-based PCs. Most of the faculty and staff have a computer on their desks, with 75 percent of the computers less than four years old. There are 10 file servers and CD towers, which provide everything from electronic clip art, administrative data book, and electronic forms management to the Colliers' Encyclopedia. SVCC has QuickMail™ for the local e-mail services and shares the VCCS OfficeVision™ for the wide area connection ***(Technology on the Campus***1994).

The committee concluded that the equipment portion of the College's physical resources is more than adequate to serve the needs, programs, and activities of the College.

BUILDINGS, GROUNDS. AND EQUIPMENT MAINTENANCE

The Dean of Financial and Administrative Services provided this committee with a "Physical Plant Procedures Manual," dated January 1994, which provides for emergency, corrective, and preventive maintenance of the College's property. The physical plant maintains all of SVCC's buildings, grounds, utilities, equipment, and mechanical and electrical systems. This maintenance is divided into two categories: physical plant services and departmental services. Physical plant services are rendered to state buildings and structures and are budgeted directly by the physical plant. This includes all offices, classrooms, the Library, roads/streets, and general utilities. Departmental services are rendered by special request through a work order system, and the material involved may be charged to the department making the request for services.

Routine Maintenance

Routine maintenance of equipment, buildings, and grounds is the responsibility of the Building and Grounds Superintendent and is scheduled through a Campus Service Center, which transmits work orders to the Physical Plant Office, which schedules them based upon priorities established by physical plant management. Supervisors assign these work orders to maintenance employees, who submit a daily report on completed items. This daily report is entered into the **ServiceMaster**™ C+ Work Order System, where a monthly compilation of work orders is produced for the Dean of Financial and Administrative Services and the Buildings and Grounds Superintendent to review. An ongoing survey is sent each Monday to 10 randomly selected full- and part-time employees in order to evaluate services.

SVCC maintenance employees complete utility distribution and regularly recurring repair work, or else the College contracts the work to the lowest bidder pursuant to the Commonwealth of Virginia's Division of Purchase and Supply regulations. The cost for this service, as well as all other expenses related to the operation and maintenance of the College, has for the past eight years (1986-94) generally increased (except for 1988-89 and 1990-91) as shown by the following:

1966-67	1967-66	**1988-89**	**1989-90**	1990-91	1991-92	1992-93	1993-94
$704,601	$942.371	$849.793	$900.941	$800,834	$908,863	$975.250	1,070,969

According to a National Association of College and University Business Officers' 'Virginia Special Analysis" reported to SVCC's Dean of Financial and Administrative Services by the Office of Planning and Development on July 26, 1994, SVCC's utility costs per building gross square foot is $1.50, as compared to the VCCS median of $1.42, regional median of $.96, national median of $1.20, and peer median of $1.21. This same report shows SVCC's plant operation and maintenance costs without utilities per building gross square foot to be $4.24, as compared to the VCCS median of $3.46, regional median of $3.01, national median of $3.20, and peer median of $3.6 1.

Preventative Maintenance

In April 1993 the ServiceMaster™ Company put into effect a comprehensive plan for the HVAC system on the Southwest Virginia Community College campus. All HVAC equipment has been placed on a preventive maintenance schedule as determined by manufacturer's standards and requirements. Either a ServiceMaster™ technician or SVCC maintenance employee performs the maintenance as scheduled. Through this contract with ServiceMaster™, the College is assured of an annual institutional maintenance plan for the HVAC system.

The College has received funds through Virginia's Division of Energy Institutional Conservation Program to install energy management systems and new room sensors and to convert lighting from incandescent to more efficient fluorescent ballasts and lamps in both Buchanan Hall and Russell Hall. A new boiler has been installed in Buchanan Hall, and plans are to bring these energy conservation measures to all major buildings on campus. Also, as a result of this grant, the College established, and now maintains, a recycling program for metal, paper, plastic, cardboard, aluminum, glass, and motor oil.

Deferred Maintenance

Addressing deferred maintenance has been a major emphasis over the past five years. Major funding from existing college budgets has been used to repair HVAC equipment and other non-operable items. Southwest Virginia Community College has received some outside funding from the VCCS Maintenance Reserve Fund to replace sidewalks, roofs, and other major capital items. The *Campus Master Plan: Future Construction Projects* outlines the College's future plans to address such deferred maintenance items as remodeling, additions, major mechanical upgrades, and general campus development.

SECURITY AND SAFETY

Security

The College provides a full range of security services for its students, staff, and campus visitors. The responsibility for these services lies with the Security Department, which is under the overall direction of the Dean of Financial and Administrative Services. A brochure titled "SVCC Campus Security Information: 1994, Educating in a Safe & Secure

Environment" was distributed to all students during fall semester 1994 and is available for review. This publication assures the College's full compliance with the federally mandated Student Right-to-Know and Campus Security Act, which became effective July 1, 1994.

The College's Security Officer Supervisor oversees three full-time and four part-time security officers. The full-time officers (as are all employees who handle funds) are bonded by the Commonwealth of Virginia, are sworn in under the Campus Police Act (recognized by Tazewell County), and are subject to the State's law enforcement training standards.

SVCC's Security Department provides comprehensive campus security support 24 hours a day, 7 days a week. The major roles of security officers are parking and traffic control, vehicular assistance, crime investigation, safety evaluation, -pus patrol, off-campus bank deposits, and law enforcement. After hours, building checks and campus patrols form an integral part of the security officer's shift duty. An officer conducts random checks of each building for security purposes and for boiler room malfunctions.

Security opens campus buildings each morning, and housekeeping secures them at 11 p.m. After hours, personnel have access to their own areas by the "Best Lock" system, which permits an employee to enter an outside door, his or her office, and classrooms. Additional lighting is scheduled for installation atop Tazewell Hall, which will greatly Increase visibility in that area.

Additionally, the College has provided immediate access to Campus Security through the installation of four "HELP" phones available outside buildings across campus that can be activated with the push of a button. Faculty and staff also have immediate access to Campus Security Officers while in their offices by dialing "HELP" (4357) on their desk telephone. Such phone calls are patched directly to the radio of the security officer on duty. In emergencies, 9-911 may be dialed to contact the Russell County Rescue Squad.

safety

When the present self-study began, the committee reviewing Physical Resources discovered that SVCC's safety plan was out of date. To correct this oversight, the Office of the Dean of Financial and Administrative Services published a plan (January 1994). which presents the College's responsibility for providing a secure area for student activities in the classrooms, laboratories, and other places where student attendance is required and permitted. The plan calls for annual review (on June 1) and revision as required by the Security Officer Supervisor. The College's Health and Safety Committee will also review the plan each year and send written recommendations to the Dean of Financial and Administrative Services.

The plan addresses accident prevention in classrooms, laboratories, and shops and lists appropriate emergency response actions in the event of an accident. The plan specifies safety rules for automotive maintenance areas, mechanical rooms, the operation of power mowers and related equipment, ladder usage, storage of flammable liquids, walking surfaces, construction areas, and laboratory kilns. It also provides a contingency plan for general emergencies and disaster (Section 16.0).

According to the section entitled "General Policies,"

> Accident prevention should be practiced and taught as an objective of any shop or laboratory program. Faculty members must inspect classrooms, laboratories and other areas for which they are responsible, to see that acceptable standards for safety are met. If appropriate, safety manuals should be distributed to students. Acceptable standards in the classroom or on the athletic field include the removal of any known hazard, proper instruction and adequate supervision for the activity at hand. The faculty member should report any potential hazard to the Security Officer Supervisor immediately. He will take the necessary actions to correct the hazard.
>
> Students are required to wear shoes, approved eye protection in potentially hazardous laboratories and shops, and other appropriate clothing or protective devices in laboratories, shops, darkrooms, and any other place where there is danger of injury. Students are expected to follow safe practices in their class activities. Faculty and staff members should set a proper example.
>
> The college is not liable for accidents to students unless the college allows unsafe conditions to exist or is negligent in supervision of its activities.

During this committee's study of laboratory safety in King Hall, instructors voiced the following concerns: lack of proper temperature controls and poor ventilation creating an uncomfortable environment in the electronics labs: improperly working exhaust system in the machine shop area (which in turn contributes to the air quality problem in the electronics lab on the second floor): noise levels during the grinding operation in the welding lab: lack of a fire blanket and emergency shower in the environmental science laboratory (a new program which must meet for the time being in a classroom not originally designed for this purpose): lack of an eye wash station and emergency shower in the automotive/diesel laboratory; and improper storage of oil.

Institutional **Response**

When this committee brought these concerns to the attention of the Dean of Financial and Administrative Services, he instructed the Buildings and Grounds Superintendent to make corrections. Accordingly, the emergency showers and emergency eye wash stations have been installed and are operational in the geology laboratory, automotive/diesel laboratory, welding laboratory, and machine shop. Fire blankets have also been placed in these areas.

To improve the overall air quality and temperature control in King Hall, a coal furnace was converted to an oil furnace to achieve better temperature regulation, and a consultant, Johnson Controls, is currently studying the air balance in this building. Also, three 8,000 CFM fans have been installed in the machine shop to help alleviate the exhaust fumes in this laboratory, and the solvent used in operations has been changed to a water-based emulsion. According to the Superintendent of Buildings and Grounds, any other inadequacies identified will be promptly addressed.

In addressing the concern about recycled oil products in the machine shop area, the Physical Resources Committee learned that this oil is stored in a 55-gallon drum and is periodically removed by an outside contractor. According to **ServiceMaster™** officials, this method of handling recycled oil products meets both federal and state guidelines. With reference to the noise levels in the welding laboratory, the instructor was advised to enforce the use of ear plugs, since a separate grinding room is not a feasible alternative.

The Dean of Financial and Administrative Services has appointed the Security Officer Supervisor to be the fire safety coordinator with responsibility for implementing and monitoring SVCC's fire safety plan. Each academic chair is a fire warden and is responsible for certain duties within his or her respective building. These duties include making sure that instructors are aware of fire extinguisher locations and receive training on the evacuation of the building, the location and use of fire extinguishers, and fire alarms ('Safety Plan," Section 2.0).

The Fire Safety Plan calls for the annual testing of fire alarms by a fire alarm safety testing company under contract. The plan states that during the summer the fire safety coordinator will conduct an unannounced fire drill, that he will keep a record of all tests, and that fire escape routes will be posted in each area. It further states that each fire extinguisher will be maintained by work orders submitted by **ServiceMaster™**.

The Fire Safety Plan lists the following responsibilities of the fire safety coordinator:

a) coordinate a comprehensive fire inspection of all college facilities on a semi-annual basis (January and July) to detect and eliminate fire hazards

b) correct all simple fire hazards on the spot

c) report the findings to the Superintendent of Buildings and Grounds, who will take any corrective measures necessary

d) conduct a monthly inspection of all fire extinguishers to insure that they are in their designated places, to insure they have not been actuated or tampered with and to detect any obvious physical damage, corrosion or other impairments

e) assure that a fire exit sign is posted in each hallway and that exit lights are replaced immediately. ("Safety Plan" Section 2.4)

The self-study committee on Physical Resources, while studying the results of the self-study surveys of faculty, staff, and students, decided that the faculty needed to become more aware of the safety plan and the locations of the fire extinguisher and safety kit for their work area and that students needed to become more familiar with emergency evacuation procedures and the location of fire extinguishers in the areas they were in most.

Based on the survey results, the Physical Resources Committee initially recommended that the Dean of Financial and Administrative Services make provisions for training both employees and students in fire safety and emergency evacuation procedures.

Institutional Response **The** Dean of Financial and Administrative Services responded by distributing the "Safety Plan," "Crisis Management Plan," and "Contingency Plan" to all faculty and staff, and the Security Officer Supervisor informed faculty and staff during an inservice meeting that he would supply fire extinguishers and first-aid kits to those requesting the same. The Dean further informed this Committee that students receive safety information during their orientation as entering freshmen when the Security Officer Supervisor gives an oral presentation on the aspects of campus security and safety. Thus, this committee believes that the administration is adequately providing safety information to both students and staff. and individuals have a responsibility to themselves to become familiar with this information.

CONCLUSION

As a whole, the Southwest Virginia Community College's physical resources, including buildings and equipment used both on campus and off, are more than adequate to serve the needs of the institution in relation to its stated purpose, programs, and activities, and the physical environment of the College certainly contributes to an atmosphere for effective learning.

Space allocated to institutional functions is adequate, even though the College has identified a need for additional office. classroom, and storage space to keep up with the demands of an ever expanding campus community. Future expansion and development of the campus are ongoing efforts specifically addressed in the *Master Site Plan*. but being dependent upon state and local funding, they do not keep an even pace with the College's growth.

The SVCC Master Site Plan (June 30, 1994) provides narrative detail of SCHEV requirements, existing campus conditions and future expansion and development plans, as well as maps and drawings of topographical and utility sites. This committee found that the Master Site Plan relates to other institutional planning efforts and provides for the orderly development of the institution.

The College has established a preventative maintenance plan for the heating, ventilation, and air conditioning systems through a contract with ServiceMaster™, while maintenance staff adequately provide for routine maintenance of equipment, buildings, and grounds. Deferred maintenance is being addressed in part through a Renovation Plan submitted to the Office of the Virginia Community College System. SVCC maintenance staff complete all utility distribution and regularly recurring repair work, or else the College contracts the work to the lowest bidder pursuant to the Commonwealth of Virginia's Division of Purchase and Supply regulations.

The College provides a healthful, safe, and secure environment for all members of the campus community, has assigned administrative responsibility for environmental health and safety programs, and has developed a comprehensive safety plan which includes provisions for annual review.

During the self-study process, the administration quickly addressed the weaknesses which the committee evaluating Physical Resources identified.

SUMMARY

The Steering Committee has reviewed the entire self-study report and sought to relate its findings to those of past long-range strategic planning efforts. During 1990-91, SVCC's Planning Council identified the following college strengths:

- SVCC has well qualified, caring, dedicated faculty and staff who are committed to service.
- SVCC's president and other leaders have a vision for meeting the postsecondary educational needs of the region.
- There is a strong bond of cooperation between SVCC and the communities of its service area.
- The College provides quality educational programs that are varied, flexible, and inexpensive.
- SVCC programs are accessible due to financial aid, basic cost, proximity, and the availability of transportation. SVCC serves a higher percentage of its service area population than any other community college in Virginia.
- Special provision is made for the unique needs of a student body with a wide range of academic abilities, ages, and life circumstances.
- Good teaching is a hallmark of the College; students are encouraged to be active partners in learning.
- International/intercultural activities and other cultural enrichment efforts broaden student appreciation for the world beyond the region.
- The campus is attractive and well-equipped to support the instructional and student development services of the College.
- SVCC provides significant leadership for economic development efforts in the region.

In the estimation of the Steering Committee, the self-study confirms that SVCC has maintained these strengths and has made significant progress on several of the strategic priorities stated in SVCC's master plan, Giving *Direction to the Future*(19). Among these are the following:

- SVCC has strengthened many -of its curricula through an increased emphasis on and availability of new work-related technologies.
- Through distance learning technologies, SVCC has developed educational opportunities that provide greater access to quality instruction.
- The creation of the Southwest Virginia Tech Prep Consortium, the Southwest Virginia Public Education Consortium, Southwest Virginia Education and Training Network. Southwestern Virginia Advanced Manufacturing Technology Center, Career Centers of Southwest Virginia, Inc., and National Guard collaboration demonstrates that partnerships with business, labor, and government have grown in recent years to meet educational needs of the area.
- Assessment and planning efforts have expanded to include nearly all employees on a regular basis in order to improve college services and programs for SVCC students.
- SVCC has successfully pursued the external funds needed to enhance programs and, services and pursue new initiatives.
- Personal and professional development opportunities have been sustained and enhanced at SVCC as illustrated through the resources in the Professional Development Directory. of special significance is the creation of the Center for Teaching Excellence, Provision for individual development plans, and tbe SVCC Foundation's support for professional development activities.

While these strengths and successes provide a basis for celebrating SVCC's accomplishments and institutional character, the sefl-study also confirmed some challenges that will require the creativity and diligent work of faculty and staff. Some of these involve factors in the external environment that are beyond the direct control of the College, yet their impact could be very significant. Among these are the following:,

- The population of the four counties served by SVCC declined 12 percent between 1980 and 1990 (140,067 to

123,580) and is projected to drop a total of 22 percent between 1980 and 2010 (140.067 to 109,383) according to the US Census and the Virginia Employment Commission (VEC).

- Between 1990 and 2010, in this four-county area, the population under 20 is projected by the VEC to decline by 31 percent to 25,107, those between 20 and 49 are expected to drop by 29 percent to 38,923, and those 50 and over are estimated to increase by 39 percent to 45,353.
- Among the VCCS, the College's success in recruiting the highest percentage of the population in its service region means there are no major untapped student markets to attract in an effort to sustain enrollment levels: this is a particularly painful reality because most of higher education in Virginia is anticipating enrollment growth during the next decade.
- High unemployment and very gradual diversification and growth of the local coal-based economy make it difficult for graduates to find employment in the region.
- Pressures to reduce higher education budgets and funding at the state and federal levels will make it increasingly difficult to secure the support needed to maintain and update services and equipment at WCC. State approved VCCS restructuring plans are part of the answer, but SVCC's unique context will require even more creative initiatives.

In addition to challenges that emerge primarily from the College's external environment, the self-study has revealed others that are based substantially on SVCC's internal circumstances. Among these are the following items summarized from the recommendations, suggestions, and proposals in the Self-study:

- The College's processes for institutional effectiveness represent a good-faith effort and have in some instances functioned exceptionally well as the College proceeds into an uncertain future. Planning and assessment efforts, however, need to become more fully integrated elements within the cultural values and social structures of the institution.
- Due in part to the isolation and mountainous nature of the region, SVCC has had difficulty securing part-time

faculty with the credentials required to teach transfer courses.

- Although SVCC has aggressively promoted personal and professional development, the College has had difficulty finding means to monitor faculty efforts and to celebrate them as a college community.
- Due to the purpose of SVCC as a comprehensive community college, faculty and staff will continuously struggle to balance the many, often conflicting yet legitimate, demands on their time.
- Attempts to make classroom instruction readily available across the College's service area have made it very difficult to provide students the learning resources and other services they need.
- Delays in anticipated new construction and campus renovation projects, along with the emergence of new partnerships and programs that require existing space, have resulted in cramped *quarters* for several college operations.
- At a time when current staffing and funding levels may not be sustainable on a college-wide basis, several self-study committees believed the College needs to consider additional personnel and increased budget allocations in selected areas.

ACTION PLANS

College personnel have in many cases already addressed the findings of the self-study committees. Those preparing the final report have underlined such items in the body of the text followed by an "institutional response." Other self-study findings that had not been addressed by the end of January 1995 are summarized below with action steps, assigned responsibility, a target completion date, and in some cases a brief status report. As the heading of each page of Action Plans states, these responses are a part of the College's annual operational planning for 1994-95. Those that require attention into future years will be presented annually to the appropriate administrative officer by the Office of Planning and Development, and progress will be monitored by the Steering Committee of the Planning Council and by the President.

The recommendations and suggestions of the Visiting Committee will be addressed in the same manner. The annual operational planning process for 1995-96 will include assignments for follow-up. The College looks forward to the independent insights the Visiting Committee will provide in response to SVCC's Self-Study. To ensure the College's long-range, strategic planning processes will benefit from the self-study, the Steering Committee has scheduled meetings of the Planning Council in August and September 1995. In these sessions, administrators, faculty, and staff will review the College's internal and external environment, the strengths and weaknesses identified through the self-study, challenges for the future, and the VCCS restructuring plans. Out of these sessions the College will devise a refined vision for the future, a new set of strategic priorities and college-wide goals to guide annual operational planning for the next few years. The Steering Committee will also play a role in reviewing institutional responses to the Visiting committee report. Informed by annual operational and long-range planning, the Office of Planning and Development will complete the responses due to the Commission on Colleges by October 13, 1995.

1994-95 Annual Operational Planning Self-Study Action Plans

Section of the *Criteria*	Recommendations, Suggestions, and Proposals	Action(s)	Assignment	Completion Date (Status)
I Principles & Philosophy	There are no recommendations, suggestions or proposals in Section I.			
II Institutional Purpose	The committee **recommends that the** College make all “official” statements of the purpose consistent in wording publications (33).	**Now** that a revised statement of purpose has been approved by the Local Board (1/95), the in all *Catalog & Student Handbook*, *Faculty Handbook*, long-range, strategic plan, and all *other* appropriate publications will be updated to include the wording of the new purpose statement.	Assistant to the President	3/95 [changed in *Catalog* *Faculty Handbook*,
	The committee **recommends** that the SVCC Statement of Pm-pose be included in the *Classified Staff Handbook* (33).	The new statement of purpose has been included in the *Classified Staff Handbook*.	Human Resources Officer	2/95 (completed)
	The committee **proposes** that the College make the purpose-relatedness of the “We Are Committed” statement more explicit by placing it along with the purpose in the Catalog and in other appropriate publications (33).	The ‘We Are Committed” statement will appear in the next edition of the *Catalog & Student Handbook*, *Faculty Handbook*, the *Classified Staff Handbook*, and long-range, strategic plan.	Assistant to the President	6/96 (in process)
	The committee **proposes** that the College continue to use the “Mission” statement as a convenient summary of the purpose but that a footnote be added to inform the reader that the complete statement may be found in the Catalog & *Student Handbook* (33-34).	A note will be added to the “Mission” statement in the Academic Calendar when it is used in the future to inform the reader that this is an abbreviated version of the College's purpose and the complete statement can be found in the *Catalog &* Student *Handbook*.	Assistant to the President	7/95

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Section of the Criteria	**Recommendations, Suggestions, and Proposals**	Action(a)	**Assignment**	**Completion Date (Status)**
III **Institutional** Effectiveness	The committee **proposes** that **administration** continue to schedule operational planning but Schedule the **planning** earlier in the academic year to **provide opportunity** for more broad-based participation (55).	The College's planning Schedule has been changed. Instead of starting in May and ending **in** August, two months **after** the **beginning** of the budget year (i.e., July **1)**, the College started the **processes** in **January** and **will** in June.	Coordinator **of Planning** & Develop	**6/95 (initial tasks were** outlined **in** Jan. - Feb.)
	The committee suggests that the head of each **administrative** unit involve nine-month faculty/staff more actively **in** the operational planning of the unit, including the unit's goal setting, and work toward accomplishing **unit** goals (55).	**Division** chairs in each **instructional** unit were **given** suggested directions during a January **in-service** for updating their annual operational plans by Securing faculty input through the **spring** semester. **This** year's **plans** will be due **in** June 1995.	**Coordinator of Planning & Develop. &** Division chairs	6/95 [in **process)**
	The committee **recommends** that the **various** administrative **units** responsible for **operational** planning provide complete reporting on the implementation of key **results** and evaluate **those** results so that planning for the next cycle can be as comprehensive as possible (551.	A more complete report of **unit** accomplishments correlated **with** unit and **college** goals for 1994-95 **is** being prepared for distribution to **unit** heads **with** the expectation that **this** kind of report **will** be included **in** subsequent annual operational plans beginning this June.	Coordinator of **Planning & Develop. &** **Unit** heads	**6/95** **(in** process)
	The committee **recommends** that, in order to **increase SVCC's effective** use of assessment data, each program head and **all** program personnel meet with the **division chair** at least annually to discuss **the** strengths and weaknesses of the program and to plan program improvements. **These** discussions should relate to the stated goals and objectives of the program and assessment results (59).	A form was distributed in December 1994 to **provide** a means for faculty program heads to and report assessment results to **division chairs**. Division **chairs will** schedule meetings as **appropriate** for the faculty and programs in their divisions to discuss the strengths and weaknesses of each program and to plan improvements by **April** 15 each year based on of the stated goals and **objectives** of programs and assessment results.	Coordinator of Planning **& Develop. & Division Chairs**	5/95 (in process)

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Section of the *Criteria*	Recommendations. Suggestions, and Proposals	Action(s)	Assignment	Completion Date (Status)
III Institutional Effectiveness [continued)	The committee **proposes** that the administration, faculty. and staff of the College continue to assess the activities of the Office of Institutional Research on a regular basis to ensure that the Office is realizing its fullest potential in contributing to institutional effectiveness (63).	Consistent with past practice. the research function of the Office of Planning and Development will be evaluated every other year to ensure that the Office is realizing its fulles potential in contributing to institutional effectiveness.	Instit. Research Officer	2/96
	The committee **proposes** that the Office of Institutional Research make provisions for more faculty involvement in institutional research (63).	The newly formed Research and Planning Committee has already provided for increased faculty involvement in institutional research Other means include the more regular distribution of enrollment and other data to faculty, task forces such as the marketing research and planning groups. and support of faculty assessment activities.	Coordinator of Planning & Develop. & Instit. Research Officer	1/95 (complete, but will require ongoing attention)
	The committee **proposes** that the Office of Institutional Research heighten faculty and staff awareness of information available in the Office (63).	The Office of Planning and Development will issue a one-page 'Trends to Watch" and occasional brief research notes in the College's weekly bulletin. and make periodic research presentations at Faculty/Staff meetings to heighten faculty and staff awareness of information available in the Office.	Instit. Research Officer	4/95 (in process]

1994-95 Annual OperationaPlanning - Self-Study Action Plans

Section of *the Criteria*	**Recommendations. Suggestions. and Proposals**	**Action(s)**	**Assignment**	**Completion Date (Status)**
IV Educational Programs	The committee recommends the College establish procedures for the evaluation competency in oral communication and computer use for students graduating from associate degree programs (87).	AU students completing degrees in transfer of curricula are required to complete SPD 100, Principles of public Speaking. To ensure competence in oral communication among other degree recipients. an oral presentation will be incorporated into capstone projects in each degree program. Speech and English faculty will define criteria for acceptable levels of oral communication; these criteria can be developed into a check-list for instructors teaching the capstone courses to use in determining student competency in oral communication. Major program faculty may supplement these criteria with others as appropriate. Also, they will be responsible for defining criteria for acceptable levels of computer use and the means for demonstrating them within program courses.	Division Chairs	5/95 (check-list has been completed)
	The committee recommends that division chairs, directors, coordinators. and program heads work closely with instructors to define and evaluate experimental methods to improve instruction and obtain data for analysis in support of these efforts (99).	A review of experimentation with teaching methods is included in the faculty personnel evaluation. The results of individual efforts will be identified and used by division chairs to encourage experimentation by other instructors. Instructors will be encouraged to share successes with their colleagues to the extent that intellectual property and other academic rights and privileges are preserved.	Division Chairs	4/96 (in process)

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section of the *Criteria*	**Recommendations,** Suggestions and Proposals	**Action(s)**	**Assignment**	**Completion Date (Status)**
N Educational Programs (continued)	The self-study committee **proposes** that SVCC encourage the Virginia Community College System to explore with state funding agencies the possibility of funding non-credit course offerings (119).	Unlike many community colleges in affluent regions. SVCC does not use non-credit programs as a profit center but as an alternative to higher cost credit classes. The administration has actively pursued non-credit funding from State sources; however, fiscal limitations have prevented this effort from going forward. The College will continue to pursue this course of action through appropriate channels.	President	indefinite
	The committee recommends that the Office of the Dean of Instruction continue to press for all appropriate documents from part-time faculty and. when all such documents are in place, that written documentation justifying the exceptions be added to the folders of those faculty for whom they are needed and appropriate (140).	Currently employed par-time faculty members are reminded. verbally and in writing, of any outstanding documents (although, following the major efforts to obtain those documents, few, if any. are still outstanding). Any part-time faculty members who have outstanding documents are being informed at the beginning of the term that their continued employment will be contingent on receipt of those documents.	Dean of Instruction	end of each term instructor is notified
	The committee **recommends** that in the future all faculty files be kept current and complete while making sure that all newly hired faculty, both full- and pat-time. meet the criteria for the courses they are hired to teach (141).	All par-time faculty files are kept "open" and under constant review until complete. The credentials of all newly hired adjuncts are reviewed by the appropriate division chair, the Dean of Instruction and, if appropriate. the Coordinator of Evening/Off-Campus Offerings and/or the Director of Continuing Education for adherence to criteria.	Dean of Instruction	at the time of hiring

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Section of the Criteria	Recommendations, Suggestions, and **Proposals**	**Action(s)**	**Assignment**	**Completion Date (Status)**
IV Educational Programs (continued)	The committee proposes that the administration and the Office of Human Resources encourage faculty to complete appropriate documentation (for faculty development activities) (1611.	Since the faculty already complete the TE-3 form as a part of evaluation In non-teaching areas and the form includes a professional development category, division chairs will submit this information to the Office of Human Resources. If possible the TE-3 form should be made available on the College's LAN: and, when the information is submitted to the Office of Human Resources. it should not include the numerical score assigned in the evaluation process.	Dean of Instruction	5/95
	The committee proposes that the College develop a public forum to recognize and celebrate faculty accomplishments including significant contributions to their field, the institution, or the community (163)	The Professional Development Committee and the Dean of Instruction will propose new means for the College to publicly recognize and celebrate faculty accomplishments.	Dean of Instruction	3/95
	The committee suggests that the Office of the Dean of Instruction review the current procedure for assignment of faculty responsibilities and recommend ways in which reasonable internal assignments might be provided so that faculty teaching loads might be consistent with the number of advisees, the amount of committee work, the number of preparations. the number of students taught, the nature of the subject, the level of involvement with student organizations, and the amount of assistance available from secretaries and work-study students (167).	The written policy statement suggested in the next item will be used as a basis for division chairs annually to ensure that faculty assignments are reasonable.	Division Chairs	3/95

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Section of the *Criteria*	**Recommendations, Suggestions, and Proposals**	**Action(s)**	**Assignment**	**Completion Date (Status)**
N Educational Programs (continued)	The committee suggests that administration write a statement and add it to the *Faculty Handbook* that would assist faculty in weighing their existing internal and external responsibilities prior to taking on new assignments (167).	The Dean's instructional staff have prepared the following statement to be included in the *Faculty Handbook* under the heading "Non-Instructional Activities": In addition to the primary responsibility of teaching, faculty are also expected to participate actively in committee work, student activities, community activities, student advising, and professional activities. Faculty are strongly encouraged, however, to exercise appropriate professional judgment and control in considering additional internal and/or external responsibilities that might encroach upon either the quality or quantity of the work they are employed to perform.	Dean of Instruction	3/95

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Section of the Criteria	Recommendations, Suggestions, and **Proposals**	Action(s)	**Assignment**	**Completion Date (Status)**
V Educational support Services	The committee recommends that the Library and Learning Lab staff supplement the graduation questionnaire with **regular** and systematic evaluation of resources and **services** to ensure that they are meeting the needs of all general user groups and are supporting the programs and purpose of the College (191-192).	LRC **staff** prepared a plan for regularly and systematically surveying faculty. on-campus students. and off-campus students.	Coordinator **of Library Services**	(completed]
	The committee proposes that the **LRC** mission **statements** be **included in** the *Faculty Handbook* **(193)**.	LRC mission statements will be **forwarded** to the President's **Office with** a **request** that they **be** included in the *Faculty* ***Handbook***	**Director** of **LRC**	3/20/95
	The committee proposes that the LRC Standing Committee members participate in the annual review and planning for the LRC (193).	Members of the LRC standing committee will be invited to meet with the LRC **staff** to **provide** their input in the review and planning process.	**Director** of LRC	**two weeks prior to** end of **spring** semester
	The committee proposes that **AV&DES** and the Learning Lab work **with** the **Library** to include **Learning** Lab and **AV&DES** materials in the Library's automated catalog (194-195).	LRC **staff** has plans in place for Learning Lab and **AV&DES** staff to add records to the **NOTIS Library Catalog.**	**LRC** staff	**(plan complete,** process ongoing)

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Section of **the** criteria	Recommendations, Suggestions. **and** Proposals	Action(s)	Assignment	**Completion Date (Status)**
V Educational Support Services (continued)	The committee **proposes** that the space needs for AV&DES electronic classroom and newly developed telecourses be included in the renovation plans (198).	Deans of Administration and Instruction will meet with the LRC Director and AV&DES Coordinator to review renovation plans for Russell Hall and to consider additional space to be assigned to distance education efforts.	**Dean of Instruction**	3/15/95
	The committee **suggests** that dialogue be continued between the library staff and the Engineering Division to encourage greater faculty involvement in planning materials and services for the use of Engineering Division students (201).	Dialogue is continuing between LRC staff and the Engineering Division to find solutions to problems that. exist in the user frequency of Engineering students.	Coordinator of Library Services	ongoing
	The committee **proposes** that consideration be given to increasing library funding as institutional resources become available (204).	The Dean of Instruction, Director of LRC, and Coordinator of Library Services will meet to review trends in library expenditures and staffing and to project future needs with consideration for all possibilities for increased funding.	Dean of Instruction	3/15/95
	The committee **proposes** that SVCC administration evaluate the adequacy of staffing for the Library (205).	The Dean of Instruction. Director of LRC, and Coordinator of Library Services will meet to review trends in library expenditures and staffing and to project future needs with consideration for all staffing.	Dean of Instruction	3/15/95

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Section of the Criteria	Recommendations. Suggestions, and Proposals	Action(s)	Assignment	Completion Date (Status)
V Educational support services (continued)	The committee **proposes** that LRC staff implement a plan to ensure that all degree-seeking students have access to LRC orientation (211).	LRC orientation is included in STD 100, which all students must take to graduate. This orientation is a part of regular classes, the video course. and the independent study course.	LRC staff	ongoing
	The committee **recommends** that the Coordinator of Library Services evaluate and improve support services to off-campus sites (2 121.	The Coordinator of Library Services will. as a representative of the LRC. work with pertinent college administrative units, to form an evaluation instrument that will support suitable and appropriate goals and objectives to enhance and improve support services to off-campus sites.	Coordinator of Library Services	3/15/95 & ongoing
	The committee **suggests** that the administration of SVCC evaluate staffing for computer servicing and assistance (216).	The three deans will meet with interested parties and formulate a written policy and staffing plan.	Dean of Instruction	3/15/95
	The committee **proposes** that clear and consistent policies dealing with computers be put in writing (216).	The three Deans will meet with interested parties and formulate a written policy.	Dean of Instruction	3/15/95
	The committee **proposes** that the three coordinators work with the administration to include technology in the LRC budget for all three areas (2 17).	The Dean of Instruction will meet with the LRC Director and Coordinators and formulate a written plan.	Dean of Instruction	3/15/95
	The committee **proposes** that the College evaluate the components of instructional support including laboratory services, equipment, and the decline in availability of clerical assistance resulting in part from the increase in technological devices and the changing role of division secretaries (219).	An *ad hoc* committee of academic division secretaries, one teaching faculty member from each division, and a division chairperson will explore creative means of addressing these concerns within the constraints of existing resources. Proposals from the committee will be considered by the Dean of Instruction, and a final course of action will be recommended to the President.	Dean of Instruction	8/95

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Section of the *Criteria*	Recommendations. Suggestions, and Proposals	Action(s)	Assignment	Completion Date (Status)
V Student Development Services	The Committee **recommends** that the College continue to review the placement issue and provide appropriate staff (238).	Continued efforts will be made to secure grant funds to support hiring personnel to conduct placement. Current use of teams of Student Development Services, Continuing Education, and Miner Training personnel to establish nternship sites will help generate placement networking opportunities. Part-time assis-ance will be provided during summer 1995 hrough a Veterans Administration work-study program.	Dean. Stu Devel. Svcs.; Coord. Planning 8 Devel.	01/96 (partially addressed)
		nformation regarding placement of recent graduates is currently being gathered.	Alumni Pro. Coord	07/95
	The Committee **recommends the**development of an allocation plan to determine needs and predict when additional positions are justified (239).	Division staff will survey other colleges within and outside the state to determine if suitable procedures for developing an allocation plan exists. Measures and indicators of workload will be estimated and monitored.	Dean, Stu **Devel.** Svcs.	04/95
	The Committee **recommends** that the College review in the annual budget review process the role of grant funded and grant restricted positions and services for possible inclusion in the College's non-grant plans and budgets (241).	Grant funded, grant restricted positions and services Will be reviewed for budget consideration annually as part of the budget planning process.	**Dean.** Stu Devel. Svcs.	05/95

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Section of the *Criteria*	Recommendations. Suggestions, and Proposals	Action(s)	Assignment	Completion Date (Status)
V Student Development Services (continued)	The committee **recommends** that the College review the space problem in the Student Support Services area and provide sufficient space allocation to address the needs for tutorial services (243).	Space needs will be addressed with the completion of scheduled renovation and building projects beginning May 1995.	Dean. Stu. Devel. Svcs.	06/96
	The committee proposes that the statement of purpose for the SGA. as written in the "Student Activities Handbook," and a statement noting student involvement on college committees should be added to the *SVCC Catalog & Student Handbook* (251).	**The Statement** of Purpose for the SGA has been submitted for inclusion in the SVCC 1995-96 *Catalog & Student Handbook*. An additional statement concerning student involvement on college committees will be added to the SVCC 1996-97 *Catalog & Student Handbook*.	Coord., Stu. Activities	06/96 (partially completed)
	The committee proposes planning student and community activities that include expanding activity opportunities for nontraditional students (especially within the age range of 35-44), student and for employee families, and developmentally disabled or otherwise disadvantaged segments of the student body including community residents not enrolled at the College (266).	Surveys, SGA reports, club meetings, and student/ faculty suggestions will be used as planning instruments to determine activities to be targeted in expanding student activities for nontraditional students.	Dean, Stu. Devel. Svcs.; Coord., Stu. Activities	06/95 & on-going
	The committee proposes adding a swimming pool and putting green in future recreation-facility planning in order to expand services to a growing diverse student body, a segment of the student population not currently being served, and community residents not enrolled at the College (266).	The proposal for a swimming pool and putting green has been submitted for inclusion in the facilities development plan.	Dean, Stu. Devel. Svcs.; Dean, Adm.	OR/97

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Section of the Criteria	Recommendations, Suggestions, and Proposals	Action(s)	**Assignment**	**Completion Date (Status)**
VI Administrative Processes	The committee proposes that the same statement about the State Board which is now in the SVCC *Faculty* Handbook (2.02) be added to the SVCC *Classified Staff Handbook* (278).	The statement about the State Board for Community Colleges has been added to the SVCC *Classified Staff Handbook*.	Human Resources Officer	2/95 (completed)
	The committee proposes that the College support a policy to limit tuition increases and encourage state officials to oppose significant increases in tuition costs (311).	During the 1995 fiscal year, a recommendation will be brought to the Local Board to ask that the Board write a letter of support to the State Board for Community Colleges to oppose significant increases in tuition costs.	Dean of Financial & Admin. Services	5/95
	The committee proposes that the Business Office analyze current operations to determine the adequacy of personnel and storage facilities to meet current demands (315).	An analysis will be conducted of the Business Office personnel and storage facilities to determine how they compare to other similar units in the Virginia system. Data will be collected and counted to review the adequacy of the employment level. It should be noted that one new full-time employee has been hired in the Business Office since this initial proposal was written.	Dean of Financial & Admin. Services/ Institution Research Officer	6/95
	The committee recommends that the administration establish a policy which would require review on a regular basis of the budgeting process (317).	A policy will be written that will require a regular review of the budgeting process. This policy will be implemented prior to the next budget cycle.	Dean of Financial & Admin. Services	6/95